

Student groups dislike l'Union

The Architectural Undergraduate Society, the Progressive Conservative Club and a committee headed by former Students' Society president Saeed Mirza have come out against McGill's membership in UGEQ.

At an open meeting of the AUS yesterday, a resolution that "the Architectural Undergraduate Society of McGill University declare itself opposed to McGill's membership in UGEQ" was passed with 46 of 54 students voting in favour.

Equal time was allotted to speakers for and against the resolution. The main speaker against the motion, Philip Gooch, used his five minutes to say "I have nothing to say".

Gooch, who is a candidate for the Students' Council on a platform "against McGill joining the UGEQ movement without the students fully understanding the political implications in this group", later voted for the resolution.

Present Architecture representative Bob Skanes, who chaired the meeting, said Gooch's action was "irresponsible" and "morally illegal" but felt there was no attempt at "railroading".

The resolution said that McGill should work towards "a true biculturalism in the Province of Quebec and Canada" and "democracy in the world at large" while UGEQ's aims are "unilingualism, student syndicalism, de facto political partisanship, socialisation of the professions and regionalism".

The Committee for a Rational Approach to UGEQ, under Mirza's chairmanship, said in a release it believes that "if rational information about the structure and aims of the UGEQ are made available to the student body to replace the vague hints about misinterpretations offered by the SEC, there is no doubt that the students at McGill will reject SEC's bid for membership in UGEQ at the polls on December 1."

Mirza, a Pakistani, was president last year. Another of the committee's organisers is Ron Okkenhaug, a Norwegian student.

The seven-member PC Association executive unanimously passed a motion against membership in UGEQ yesterday. The resolution said that "McGill students must consider themselves as citizens of Canada first and of Quebec second".

It opposed UGEQ's policy of "working for the immediate abolition of all tuition fees" because "Free Education cannot

be included in the list of social welfare priorities at the present time".

UGEQ is an "independent, regional organisation" while the interests of McGill students can best be served "through increased participation in CUS", the resolution said.

UGEQ president pleads for Quebec student unity

Speaking at Sir George Williams University yesterday, UGEQ President Robert Nelson said that Quebec students need to be re-oriented. "We must join UGEQ to discuss our needs and differences together."

Also attending the panel discussions were Student Society presidents Pierre Sarault, of Laval, Robert Moores, of Sir George Williams, Martha Tracy, of Marianopolis and Sharon Sholzberg, of McGill.

Nelson said that UGEQ must represent the Students of Que-

bec in matters of educational grievances and social participation. "We should be able to express our opinion as a group to the Quebec government", he said.

Sarault said that the first UGEQ congress, which was held at Laval was truly representa-

tive of Quebec students. UGEQ would not be representative of Quebec without the English universities, he said. Laval does not completely understand UGEQ because it does not have the contact with a city that most of the other universities do. This emphasises the need for regionalism, he said.

Sarault said that UGEQ has reaffirmed its stand on free education and student salaries. If all qualified people are to attend university the socialisation of professions must be emphasised.

Miss Sholzberg said that the Students' Council had voted to join UGEQ. Now a referendum has been presented by about 300 students to reconsider the issue. The executive therefore can speak for the majority in saying that McGill is in favor of its membership in UGEQ. It realises that from the point of view of presenting its opinion on education McGill wants to participate in Quebec affairs.

Martha Tracy of Marianopolis College said that because it has only 450 students, Marianopolis must be a part of a larger organisation to have a voice in educational policy and to take part in provincial affairs.

The reaction on Marianopolis campus is generally in favor of membership in UGEQ.

Ron Moores of Sir George Williams said that we now have a chance to play a role with the French majority in Quebec. The problem is how to bring UGEQ and its problems to the campus. "To understand the French problem in Quebec we must be members of UGEQ," he said.

In a question period which followed, Robert Nelson was asked why no English was spoken at the UGEQ congress. Nelson replied that the French were in the majority at the congresses. He said that speaking French at the UGEQ congresses was a matter of principle. The French were trying to develop their own culture in Canada.



UGEQ PANEL: Martha Tracy, Robert Moores and Pierre Sarault are the presidents of the Students' Societies at Marianopolis, Sir George, and Laval. Sharon Sholzberg is off camera to the right.

8 CANDIDATES GIVE 8 SPEECHES

The Arts and Science candidates for the Students' Council dealt with UGEQ, the Daily and Students' Council democracy at yesterday's Open Meeting of the ASUS.

Some 70 students turned out to hear and question the policies of the eight candidates. Three representatives will be elected December 1.

Barry Carin led off, stating his preference for a Council which did not take political stands but educated the campus to decide for itself.

He declared himself in favor of staying in UGEQ as much as possible.

Robert De Jean called for greater representation on the Council for Arts and Science. He also said the constitution was vague on the power of a referendum and an Open Meeting.

De Jean promised to support the result of the referendum on

UGEQ but disliked the Union's unilingualism.

Morris Goldberg called for improvement in student-faculty relations and for a student commission to study the education system. He felt the constitution could be changed to make the "student body the final authority" on Council decisions.

On the UGEQ question he argued that "dual membership is both possible and preferable".

Ann McCoy came out in favour of the decision to join UGEQ, saying that it "needs an English voice". However, she added, the crucial issue in joining was that of student syndicalism.

She felt there should be a

(Continued on page 3)

TV discovers student stars

A panel of student leaders will discuss UGEQ on CBMT's "The Way Things Are" on Monday night.

Members of the panel will be Patrick D. MacFadden, Editor-in-chief of the Daily; Sharon Sholzberg, President of the Students' Society; Lionel Chetwynd, a law student and Bernard Weiser, an economics student.

The programme will be broadcast on channel 6 from 10:30 to 11 pm.

today

AUGUSTANA HOUSE: Co-op. supper. 3483 Peel, 6:30 pm.

COMMERCE UNDERGRADUATE SOCIETY: Airing of the views of the Commerce SC candidate. Room 123-4, 1-2 pm.

JAZZ SOCIETY: Jam session and party. Room 123-4, 8 pm.

NEWMAN CLUB: Dance at 8:30 pm, featuring the Strangers. Admission 75¢, 50¢ for members.

PSYCHOLOGY CLUB: Meeting in Union Ballroom, 1 pm. Dr. J. Lorenz in charge of McGill Mental Health Service will speak on the service and emotional problems of students.

YELLOW DOOR COFFEE HOUSE: Folk singer Peter Moss. 3625 Aylmer, 9 pm. 25¢ admission and free coffee. SCM: Gourmet Dinner. 3625 Aylmer, 7 pm. 75¢ plus beverages.

REDMEN HOCKEY: Voting for Miss Redmen tomorrow at the game. Winter Stadium, 8 pm.

MOTORCYCLE CLUB: Honda factory film. Room 304, Engineering Bldg., 1 pm.

ANGLICAN CHAPLAINCY: Eucharist, 3655 University, 6:05 pm.

FLYING AND NAVIGATION CLUB: Advanced lectures on I.L.S., A.D.F., V.O.R., D.M.E., Room 280, old Engineering Bldg.

ENGINEERING AND ARCHITECTURE CHRISTIAN FELLOWSHIP: Prayer meeting, 1 pm, E-122.

LATIN AMERICAN SOCIETY: Tertulia en Español. Union B-23, 1-2 pm.

PSYCHOLOGY CLUB: Tour of McGill Psychology Research Bldg. Meet in Stewart Bldg. outside S-4 at 5:20 pm.

FILM SOCIETY SILENT SERIES: The Italian Straw Hat, directed by René Clair. P.S.C.A., 8 pm.

GRADUATE PICTURES: Education, Physical and Occupational Therapy, Nursing, R-Z. Coronet Studios, 10-11:45 am, 2-4:45 pm.

UKRAINIAN CLUB: General meeting, 1 pm, E-117.

MCGILL PLAYERS: Andorra. Union Theatre, 8:30 pm. Admission \$1.50.

CERCLE FRANÇAIS: Les billets pour la représentation LORENZACCIO de Musset au Théâtre du Nouveau Monde, le 3 décembre, seront en vente aujourd'hui, lundi et mardi. Peterson Hall, 12-1 pm.

PROGRESSIVE CONSERVATIVES: General meeting. UGEQ Foreign Policy discussed. Room 112, Leacock Bldg., 1 pm.

CERCLE FRANÇAIS: Théâtre. Réunion générale des artistes. A l'Union, Salle B-23, 6-8 pm.

Saturday

MODERN DANCE SYMPOSIUM: Sports Day: All members show up in costume at RVC Gym, 9 am.

FIGURE SKATING CLUB: Auditions for Winter Carnival Ice Show. Winter Stadium, 10 am to 12 noon.

FILM SOCIETY: Série d'essai. Cocleau Evening. L-132, 7:30 pm.

LATIN AMERICA SOCIETY: Fall Dance featuring The Hurricanes. Admission \$1.00. Union Ballroom, 7:30 pm.

Sunday

AUGUSTANA HOUSE: Eucharist and breakfast. 3483 Peel, 10 am. Vespers followed by Father Columba McManus, The Singing Priest.

NEWMAN CENTRE: Mass in Spirit of New Liturgy. 3484 Peel, 10 am and 12 noon.

FLYING AND NAVIGATION CLUB: Flying courses start. Steps of old Engineering Bldg., 9:25 am.

UNITED CHURCH STUDENTS' FELLOWSHIP: Evening service. Divinity Hall Chapel, 7:30 pm.

HILLEL: Rehearsal and discussion for all "GIDEON" cast members. Main Lounge, Hillel House, 12 noon.

ANGLICAN CHAPLAINCY: Eucharist and breakfast. Canterbury House, 3555 University, 10 am.

party tonight

daily staff

daily office

yé yé

PROOFS

OF GRADUATE PICTURES FOR OLD MCGILL '66
MUST BE RETURNED WITHIN TWO DAYS

Arts & Science Proofs Should Have
Been Returned Already If They Are
To Appear in the Book

FOREIGN STUDENTS

The fate of English Quebec
will be in your hands
when you vote on
McGill's membership in UGEQ.

It is important
that you be familiar
with some basic facts
in the development of Canada,
the relations between our two cultures,
and the history of our student
community.

Foreign students
— particularly Americans —
are invited to a meeting
to discuss the issue of
UGEQ, CUS,
English and French Canada.

Today 12 noon
University Centre
Ballroom

Beezie Briggs, Diana Lewis, and
Conrad Winn will give brief talks
and the Students' Society Executive
will be available for discussion.

Information Bureau

CENTRE FOR DEVELOPING-AREA STUDIES
MCGILL UNIVERSITY
Interdisciplinary Seminar

DR. DAVID L. MacFARLANE, Professor of Agricultural Economics, Macdonald College; Head, West Africa Programme, Centre for Developing-Area Studies; July 1963-January 1965, Visiting Professor, Economic Development Institute, University of Nigeria.

"Cost-Benefit Studies in Plantation Investment in Africa"

November 26, 4 pm, Room 525, Stephen Leacock Bldg.

You are cordially invited to attend.

Next Seminar will be given by Professor Blitz.

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UNIVERSITY CENTRE

Daily makes mistake: Dr. Gurwitsch speaks today on psychology

The lecture on psychology which was mistakenly announced in yesterday's Daily to take place last night will be held today at 5 pm.

A professor of Philosophy from the graduate faculty at the New School for Social Research will speak on "The Traditional and the Phenomenological Approach to Psychology".

Dr. Aron Gurwitsch is speaking under the auspices of the Canadian Society for the Study of the History and Philosophy of Science.

The lecture will be given in the Seminar Room, Osler Library, third floor of the McIntyre Medical Science Centre.



JANE WILSON: is in Ed. 3. She likes boat racing and sailing. Her other extracurricular activities include skiing, studying and she blushes. She likes ju-jubes.

College president miffed

(ACP) — A student at Carleton College, Northfield, Minn., has been placed on social probation for what were termed "defamatory" remarks in a letter to the student newspaper regarding statements by the college president on the college's attitude toward student sexual relations.

Jeffrey Long, religion major from Duluth, was the subject of the disciplinary action, amounting to a warning on future conduct, for a letter in the *Carletonian* objecting to alleged administrative interference in the private lives of students and concern about student sexual behavior.

Engineering princesses kidnapped from homes

Reliable sources reported last night that the five Engineering Princesses for this year have been abducted from their respective homes and spirited away to a secret rendezvous.

Students in fourth year mechanical engineering were the apparent culprits. They took the girls to a fraternity house on University Street — at least temporarily.

The girls involved were Judy Hinds, Anita Shilton, Nicole Leduc, Linda Hanek, and Jane Wilson.

Promoters of the Engineering Fall Informal were reported in hot pursuit of the pilfered princesses. They hoped to reach the group before the dance begins tonight at 8:30.

At last report the captives were resting comfortably. "This is the most co-operative kidnapping I've ever been through," said one.

Jazz Society

Jazz enthusiasts are invited to spend an evening with the Jazz Society tonight at 8 pm in the Union 123-4.

The society is sponsoring a programme of music by instrumentalists, singers and the latest jazz recordings. Popular records will be played for dancing afterwards.

Admission to the party is free for all club members. Beer will be served.

Legal, free LSD offered

by IRWIN BLOCK
News Editor

Want to take a "trip" on LSD?

You can do it legally by writing to Dr. H. Lehmann at the Douglas Hospital in Montreal.

This was disclosed by Dr. Lehmann yesterday at a meeting of the Humanist Society. He was speaking on "Non-addictive drugs: Heaven or Hell?"

Although the sale of LSD — a hallucinogenic drug — is illegal in Canada, Dr. Lehmann heads a team of psychiatrists investigating its properties. He has government authorisation to administer it to volunteers for research purposes.

Research showed that consumers of LSD and other "drugs of the intelligentsia" do not necessarily develop addiction, he said. There was no marked psychic dependence on the drug, no general withdrawal symptoms and no propensity to increase the dosage.

But he stressed that researchers did not know what could happen over a period of years be-

cause of the recent development and interest in these drugs. "There could be deleterious effects," he said.

"We can't be sure if any drug is non-addictive. We have to have years of experience and we don't with these drugs."

Psychedelic drugs like LSD produce "states of model insanity" that last a few hours. They bring about hallucinations, delusions and fascinations.

"This was pure heaven... I was floating on clouds... ecstasy." These were the words used by a nurse to describe her first experience with LSD. It was administered under controlled conditions by Dr. H. Lehmann, who outlined her "trip" at a meeting of the Humanist Society yesterday.

According to Dr. Lehmann, the nurse "was no longer a self-contained entity. She was the cosmos and the cosmos was her. The boundaries of her ego had dissolved."

When Dr. Lehmann had ordered somebody out of his office, the nurse was outraged.

"I had attacked her personally and torn her to pieces. She had to leave my office and she cried for 30 minutes."

"She then decided that she was too susceptible and that she had better return to normal."

Before she did, however, the nurse went to a cafeteria and was enthralled by the sight of someone drinking a glass of tomato juice.

"Isn't it wonderful," she said, "someone drinking tomato juice. Isn't it beautiful?"

It took a few hours, but finally she "came down" and returned to her normal state.

"They produce experiences utterly unknown to persons who have not taken the drugs before."

There were four basic types of reaction, Dr. Lehmann said.

For creative, artistic and exhibitionist people, a "general disinhibition results. There is elation, ecstasy and a feeling of having developed new insights."

If you have suppressed aggression, "a loss of identity, of con-

could, however, go into hell or land up in limbo."

"If you are very hungry as most college students are, for experiences, it is only natural that you will want to try it."

Marijuana, or hashish, produces changes in consciousness, but is less dangerous and its effects are not as overwhelming as LSD. Even with marijuana, he warned, "all hell may break loose."

"If there were a referendum on marijuana or alcohol I would say marijuana, probably because I have seen the death and destruction wrought by alcohol."

"But I wouldn't want to see the legalization of a second disinhibiting substance," he added.

In response to a question from the audience, Dr. Lehmann said he had never tried LSD "simply because I haven't the time to spare."

"I would like to take it, but certainly not more than twice." Asked to speculate on the nature of a society in which the use of LSD were universal, he said:

"We might have a better society than we have now. People wouldn't be ambitious or aggressive. We wouldn't have nuclear research. People would be artistic and creative. But our present world would be in shambles."

"Creative people become more creative and productive. But it would definitely be detrimental to businessmen and scientists because it produces a widening of the boundaries of consciousness."

"Scientists and businessmen must have defined boundaries of consciousness for them to continue to function."

Dr. Lehmann said permanent psychosis and suicide have been brought on by LSD, but only rarely. You cannot predict who these people are because these tendencies often are not known.

To anyone who intended to take LSD on his own, he recommended a 100 microgram dose and the presence of another person for 24 hours.

Red and White Revue to hold cast auditions

The Red and White Revue will hold auditions for all roles beginning next Thursday and continuing through until Friday.

Auditions for acting will be held from 9-12 noon on Thursday for people whose last name is included from A-M, and from 2-6 pm for N-Z. Singing auditions will take place for all persons from 7-10 pm.

On Friday auditions for dancing will be held from 9-12 noon for A-M and 2-6 pm for N-Z. Singing and dancing auditions will be held from 7-10 pm for all persons. Further auditions will

take place on Saturday for those who are successful. People unable to attend the auditions at these times may fill appointment forms at the Union.

Red and White will be directed this year by Wally Burgess for the third consecutive time. Writers for the production are Chris Burke, Lianne Schwartz, and Erica Pomerance. Conrad Kuebler and Brian Clear will write the music.

tion, if not of the letter, then of the spirit of the constitution."

He then called for more representation of Arts and Science on Council. He also wanted Council to "ensure that the Daily print the news objectively and that it give adequate coverage to Campus events."

many students were meeting French-Canadian nationalism "with their own English nationalism".

He felt McGill had a contribution to make to UGEQ and that it was in no danger of losing its culture. He then challenged students not be "motivated by self-interest alone."

Norman Segalowitz also backed the UGEQ decision on the grounds that education is a provincial matter. "CUS can't act in Quebec but UGEQ can" he said.

He added that he didn't agree that "Council has been undemocratic. However the Students' Council and the student body were out of contact with each other". He felt a detailed report of Council policies and speeches would change this.

Bernard Weiser said the actions of joining UGEQ "was a viola-

8 Candidates...

(Continued from page 1)

means for students to register a motion of non-confidence in the executive since it is "not directly responsible to the students".

Carl Pines proposed that Council members set up office hours and that "more publicity be given candidates seeking the position of Daily Editor".

He also called for more efficient managing of the residences saying that "one residence washroom was inoperative for over a year". He felt that minutes of Council meetings should be published.

Stephen Schechter devoted his whole speech to UGEQ since this is "the crucial issue for the next 25 years". He stated that too

Room Reservation Change

All clubs and societies having reserved Room B-23 in the Union are asked to check the Room Reservation Book for the room which has been re-allocated to them. The reason for the change is that the ISA has moved from B-41 to B-23. The Daily Advertising Office now is in B-41.

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STAFFERS FOR THIS ISSUE

So far no serious letters have been received. One crackpot postcard bearing a strange stamp was received which proposed some sort of negotiations or something with United States President Johnson over "Viet Nam," which I guess is some new aluminum alloy or just nonsense syllables. The sender signed himself, almost illegibly, as Hochi Hint, but according to the student directory there is no such person. newsdesk: grant, dave, maureen, and lola.

★ jeanna douglas

Down the river

In our disillusioned post-election wrap-up, we announced to a breathless world that there was a major row brewing down at the Expo boondoggle; the lid, of course, had been kept on until after voting day.

This worldwide scoop is now backed up by the latest word issuing from the Mud-pack. It's an open secret that the spit is hitting the fan at an awful rate. The only question is the timing of the inevitable Royal Commission of Inquiry. Will it be before, after, or—better still—during?

Incidentally, the Royal Commission story came out only as the result of probing by one or two of our less stunned Montreal newsmen. Looks as if the Press in some ways still performs a vital service.

Potting the Red

Associated Press has a yarn out of Miami about an amateur pilot arrested for dropping homemade bombs on areas of suburbia where, he claims, there are pockets of communists and civil rights workers.

It appears the only damage amounted to putting a few beds on fire and scaring the hell out of some kids in the local playgrounds.

But what interests us is his explanation in defence: he dropped bombs because he suspected there might be some commies in those houses. Now in Viet Nam . .

Smarten up

Whatever the results of the UGEQ referendum, this year will be remembered as one in which the executive of the student government made a realistic attempt to cope with some of the problems facing people on this campus.

The pocket bureaucracy which has grown up around the new positions in internal and external affairs has brought with it the startling realization of what students are capable of when decently organized. A full blown report on UGEQ or a demonstration en masse for free education would have been impossible a few years ago.

However, the bureaucracy also contains that inevitable symptom of pyramiding government red tape.

Pressure to freeze the fees has, in the end, been crystallised; the main reason being a lack of well developed organization. Our upper echelon executives would have to admit that an operation of similar magnitude to the one undertaken by Mr. Savio calls for a hell of a lot of capable organizers.

Again, on UGEQ the executive has failed to come across with the goods. Political value aside, our part in the La Grenade demonstration proved ineffectual. Publicity was definitely lacking. There were no placards or slogans offered by our group. The bus supplying return transportation to the Union came so late that most people took taxis home.

The extent of the cultural exchange held earlier this week was not made clear to our delegation until the last minute, but we should have sought out just what was required of McGill so that more than seven delegates could have been mustered.

Perhaps this week's flurry of speechmaking marks the beginning of a more effective attempt to reach the grass roots. Hopefully it will outlast the UGEQ issue.

LETTERS

Postgrads Ask Action

Dear Sir,

In view of the fact that both our old and new constitutions stipulate one year tenure for Student Council representatives and in view of the facts presented by Mr. Dale Robertson, President of the Post Graduate Students Society, in yesterday's Daily, we the undersigned demand an immediate election for the position which Mr. Ronald Kay now occupies on the Students' Council on a "extended" mandate.

Peter Smith, MA 1
Julianna Aneckstein, PhD 2
Joel Wiener, PhD 2
Sid Gershberg, PhD 2
Lew Soroka, PhD 2
Marvin Blauer, PhD 3
Rosalind Blauer, PhD 3
Murray Yudin, PhD 3
Mark Segal, MA 2
Sadat Kazi, PhD 4
K. Kubota, PhD 4
Karl Bennett, PhD 3
Harold Crooks, MA 1
Jean Carriere, MA 1
Norman Ruff, PhD 2
Ahmed Mohiddin, PhD 4
Graham Thomas, MA 2
Alvin Johnson, MA 2
Marcia Smith, PhD 2

Replace The System

Dear Sir,

There is an argument as to whether or not a decision taken at an open meeting is binding on the Students' Council. Also, this year we have

seen what happens when the SC decides to act on a major issue without consulting the students. It would appear that we do not have to be considered in any decision. I believe that a new system of government at McGill could remove the possibility of any future misuse of power, involve the majority of students, and give the dominant feeling towards most issues—apathy—an effect.

I refer to government by referendum.

We have 12000 people who must come to a small area every day. It is possible to cover this campus with ballot boxes every time a decision must be made, and give every person a chance to vote, with a minimum of fuss and bother. There is no situation where the SC must react so quickly (in spite of this year of change) that the students could not be consulted in a referendum.

The quorum could still be three hundred. If this number voted their decision would be binding. If fewer voted the SC could take its own decision (their stand should be stated on the ballot).

For the minor questions it would be easy to delay until a batch of them could be decided at once. As for financing, in ten months — or two weeks — we will be out of UGEQ or CUS. Some of the funds for the one we drop could be diverted to defray the cost of the apparatus.

This system, which obviously would not work for a large area, would leave the SC with the same power as now because few of their decisions would

be reversed. However, it would be impossible for them to make a decision without campus support. For instance, the editor of the Daily would have to be proposed, but he would probably be approved — and no one would be able to complain later.

This system may have flaws, but it would have the supreme advantage of making McGill the most democratic university in the world.

Garth Holmes, B.Sc. 4

Y'all Come

Dear Sir,

The picture you give of the University of Miami is absolutely without a doubt, a distorted one.

First, the University of Miami is landscaped with palm trees. What does one expect to see there, spruce or birch trees? Just picture the McGill Campus without any trees!

Yes, the university is climate controlled; isn't McGill? Would it not be senseless or foolish if at ten below zero all the heat at McGill was closed?

Apparently Miss Beatrice Briggs fails to mention the interest that is stimulated by the university, within the community, by having a good football team.

Would not McGill University give their football players free tuition and room and board if they could attract thirty to forty thousand spectators per game, paying \$3. and \$4. each plus income from radio and television coverage?

It would be senseless to continue refuting the exaggerated half truths and sheer sensationalism of your article. Therefore permit me to give you and your readers a more realistic view of the University of Miami. The university was founded in 1925 and is an accredited school. Scholastic standards have advanced considerably since UM was first conceived as a university. The University of Miami is constantly advancing towards higher academic and educational goals in attempts to provide students with the best possible education.

The university, besides its undergraduate school, also contains a graduate school, law school, school of medicine and is world renowned for its marine biology department. (sic — not under-water basket weaving)

Many notable people have received honorary degrees from the University of Miami. Among them is the late Right Honorable Sir Winston Churchill.

To sum up, I would like to quote the following from the 1962 edition of the University of Miami yearbook IBIS:

"Her personality demands contemplation. She is possessed of changing moods — expectant and cheer full as the morning sun rouses her, warm and mellow as the afternoon trickles drops of perspiration upon her countenance. Cool and calmly seductive as she basks in the moonlight.

She commands more than a passing glance for appreciation. She is straight and severe, yet curvingly soft. Her form varies from the pleasing to the delightful. A smoothness characterizes her complexion. And

she is garbed in reds, greens, oranges, and blues.

She embraces all who approach her, offering them understanding and knowledge in return for time and devotion. She strengthens their minds, builds their hopes and molds their dreams into reality. And for those who have been privileged to partake of her offerings she will remain as a memory.

The University of Miami (Coral Gables, Florida), a lasting memory of things meaningful and desirable.

Joe Pearl
Bachelor of Business
Administration,
University of Miami '64

'Double-Redouble'

or 'The Bridge Players' Lament'

(Sung to the tune of "Hernando's Hideaway")

This is a place with swinging [doors,
And grey, stone walls, and [slippery floors,
Where students sit in groups [of fours,
and play —
Non-profit bridge all day, OLE.

You people know the place I [mean.
Just shuffle in and make the [scene,
But keep a watch for Edelstein.
He haunts —
The students' hideway. OLE.

The union's full of furtive eyes,
Where bids, and smoke, and [tempers rise
'Midst curses mild and other- [wise

Where thir —
Teen thousand have no say,
[OLE.

Anon.

Separate the issues

Dear Sir,

The confusion which is growing every day about the criteria to determine a positive or a negative vote in the UGEQ referendum, and which makes a proper choice more and more difficult, is bringing an increasing number of students to realize that my criticism at the last Open Meeting against a quick referendum had valid grounds.

I said then that it would be impossible for our students to be properly informed and to ascertain the real issue within so short a time, and that confusion, rather than advantageous conditions for a democratic choice, would prevail precisely because of the shortness of the time available. My argument did not carry the decision, but unfortunately I appear to have predicted what is happening right now. Can we clear up this confusion?

It stems from the fact that two issues are mixed, when they should be distinct. 1) The first issue centres around the "raison d'être" of our participation in UGEQ. In other words, do we want to play an active and concrete role in the building-up of a new Quebec, within a general association of all Quebec students? 2) The second issue involves UGEQ policies. Those two issues cannot be voted upon at the same time; they are not interdependent. Do we opt-out from the world because we don't agree with UN policies? As a matter of fact, if there were a referendum on the French-speaking campuses (they had no referendum on UGEQ, incidentally) about the "raison d'être" of UGEQ, a 100 per cent positive vote would not be surprising; but if a referendum was held on UGEQ policies, the outcome would be much less certain. But in spite of the fact that some of them do not favor UGEQ policies, they will not question its "raison d'être". They will seek to change the policies from within. For the French students, as for us, there are two distinct issues. With the referendum as it stands now, we are voting on both, against all logic.

Which issue should we vote upon? There can be no possible good faith if we don't choose one issue. The first is more static than the second one, less subject to changes. It is an option to be taken within the perspective of the future of the English-speaking community of Quebec, within the perspective of showing whether or not we care about integrating McGill into Quebec. The second issue is also important; but because policies are less important for us if we are not a member of UGEQ, membership that we must decide upon first; because policies cannot be judged in good faith without thorough discussion and proper information; because UGEQ policies have already changed, and are called to change with time; because we can influence those policies from within — for all these reasons the second issue should cede priority to the first, subject to re-evaluation of our policy stands at the COMCOR, or sometimes next year. This way we will at least know on what we are voting.

My conclusion is the following: To the question: "should we stay in UGEQ?" it should be made clear by President Sholzberg that we are answering the question: "do we see a 'raison d'être' for our participation in UGEQ", and no other question.

I have gathered from sources off the campus that our referendum will be interpreted with respect to this issue only, which is consistent with logic. Under these conditions I would regard the attempt to bring in the second issue as an attempt to keep up confusion, tantamount to bad faith.

And any bad faith, any isolationism, any racism is not likely to be well received in Quebec and will considerably weaken McGill's position.

Jean-Pierre Mongeau, BCL 2

The UGEQ Dialogue

A vote for individualism

Dear Sir,

If McGill stays in UGEQ, each McGill student will be officially in support of unilingualism, as well as the newly formulated policies of student syndicalism, free education, remuneration for students, socialization of the professions in Quebec, as well as several policies concerning world affairs. There are serious arguments against these which must be considered.

(1) Unilingualism: In supporting unilingualism in Quebec, rather than bilingualism, present efforts to unify English and French Canada will be undermined.

(2) Student Syndicalism: Although UGEQ members, with their vast experience in the big wide world, may presume to judge good and evil in our complex society, and attempt to correct it by carrying signs in noisy, disorderly mobs, there are other students who feel that a more serious, constructive approach be taken, under experienced and responsible leadership.

(3) Free Education: The main argument for it is that some people cannot afford to attend university, so society should pay.

Against. If education were free, entrance requirements would rise. However, the necessary requirement of scholastic ability is not entirely in-born, but is acquired by years of having plenty of time to study in elementary and high school. Many children do not have this time because they are out working, earning money to help out at home, and so develop their minds in a different way. With the higher entrance requirements and free education, the 'working child' would have less chance of succeeding than with the present requirements and government loans and bursaries. (And when children are needy, they get loans.) Also, with free education, the working man who didn't meet the entrance requirements would spend his life helping to pay for the education of children brought up in an academic environment, who would take

the high-salary jobs away from his own sons.

(4) Remuneration for Students: This absurdity leads us to the ridiculous concept of the student as an employee of a government-owned 'company', subject to company policy. Of course, those taking time off work for demonstrations and such, would be fired.

(5) Socialization of the professions in Quebec: Besides the traditional arguments against socialism is the horrible thought that it would increase the amount of money flowing in and out of the Quebec government (but mostly in).

(6) International policies: There are so many students with so many opinions that it is unreasonable that they all be forced to support a particular set of views, be they right or wrong.

President Sholzberg recently argued feebly that if McGill quit UGEQ, we would be labelled English "racists". I doubt it. It would be more likely (but unlikely) that we would be labelled French racists for supporting unilingual, pro-French UGEQ.

The NDP club has argued equally superficially that if we quit UGEQ, we won't have a voice in Quebec. But will we if we stay in? If McGill policy opposes UGEQ policy, it is not going to be heard in Quebec whether we are in UGEQ or not. Similarly, if McGill policy agrees with UGEQ, it will be heard in Quebec whether we are in it or not.

The most important issue, it seems to me, is that in a democratic society, the individual has the right to decide his political affiliations for himself. At McGill, however, there is only one collective choice, which completely undermines the concept of individual rights. A vote for UGEQ is a vote to force every McGill student to support a particular brand of politics, with complete disregard for his own individual opinion. On December 1, vote against the SC's stand on UGEQ; vote for individual rights.

K.M. Harris, B.Sc. IV

McGill Can Contribute

Dear Sir,

The emergence of UGEQ, about a year ago, confirmed Quebec's new dynamism and, more particularly the birth of a social conscience among its students, aimed especially at the democratization of education. This was one of the developments which prompted McGill to re-examine its position within Quebec society. It found itself in complete isolation from its French counterparts, having in the past made no effort to understand and create contacts with them. The Quebec provincial scene had been excluded from the scope of McGill involvement, namely the national and international scenes.

A mixture of realism, education grants being provincial,

with what I believe to be a sincere desire to participate in the evolution of Quebec society, induced McGill to make the first step in closing the widening gap between French and English.

It is a tribute to McGill's traditional broadmindedness that the hymen has finally been broken. By relinquishing its membership in CUS, McGill has lost its formal (although not its practical) ties with the other English-speaking universities. But it is my belief that our joining of UGEQ will be beneficial, at least in the long run.

McGill has been severely criticized in the past, namely within certain circles of the B & B commission, for not having taken advantage of its tactical position and for having

ignored Quebec society in all practical terms. By using UGEQ to work within Quebec society, McGill will finally be able to understand and interpret the aspirations of French-Canadians to the rest of Canada. For the supporters of national unity, the importance of this function which is impossible to exercise outside of UGEQ is very significant.

More important is the fact that McGill has a lot to contribute to UGEQ and Quebec society. It can add a measure of tolerance to a society searching for equilibrium. Its experience and maturity can act as a stabilizer to dynamic elements in Quebec society. On the other hand, McGill will receive badly needed vitality by assimilating into an active and developing community. To all those who attended the UGEQ congress, it was clear that Mc-

Gill's pragmatic and practical outlook would, combined with the dynamic, more theoretical and ideological point of view of its counterparts, produce an efficient and workable combination.

It is important to understand the urgency of our entry in UGEQ. It was at a time when Quebec students are in the planning stage, laying down the guiding principles for the next decades. A later entry would have set us up against a brick wall — solid and immutable — instead of the fluid, mouldable situation which is now prevalent.

Only the separatists know the extent of the blow which McGill's entrance dealt their movement. The participation of the English universities will strengthen the tendencies towards positive Quebec nationalism, as opposed to negative

French-Canadian nationalism. At this point it should be mentioned that UGEQ was not formed in opposition to CUS, but in the hope of creating, mainly through student syndicalism, a broad basis for social action throughout Quebec. This is not to be interpreted in terms of nationalism, but rather in terms of Quebec's level of priorities. The relatively underdeveloped educational system represents a problem with which a union of Quebec students is much more capable of handling than a national organization.

UGEQ's unilingualism, although English has been accepted as a working language in all committees, and the resolution of harbouring draft-dodgers (which wasn't passed by the general assembly), are secondary considerations and should not be allowed to blur the main issue.

Pierre Fournier

AFRICAN LEADERSHIP VACUUM

There are many African students at McGill who have been seriously concerned with the national African leadership, where principles have been compromised and complete sell-outs have occurred. What was once the "Burning Spear" is now "Our Man in Kenya" — he is worth more than two thousand U.S. Marines" (The Economist). And that clown, Dr. Banda, once a re-import after long absence, has since seriously considered himself the real "Kamuzu" and has dispensed with his worthy importers; while the gallant Knight of the British Empire, Sir Abubakar, is still tenaciously, though disappointingly, attached to the "unenviable reputation of being the good boy of the Western Powers".

The African radicals have always suspected this contemporary African leadership, but it is the Rhodesian issue which has shown the full horror of the situation. The proceedings of the General Assembly of the United Nations, the Organization for African Unity, African political speeches, press hand-outs, etc. are replete with threats of action and all that the African mind is capable of articulating, though unable to realise, as to what would happen to Rhodesia, Africa and the world at large should Mr. Smith declare UDI. Well, UDI is now a reality and to the best of our knowledge Africans have not been able to do anything at all. They are unable to agree on any constructive course of action, except begging Britain — yes, begging their imperialist, colonial exploiters, the ogre of the once respectable and inspiring nationalist leaders — to take action, on the shameful excuse that Rhodesia is a British responsibility, a responsibility which African leaders are on record as having never accepted.

Why is the country which boasts "every fifth person in Africa is a Nigerian" unable to do anything? The

East African countries are similarly impotent. Apart from Algeria, Ethiopia, Ghana, Guinea and recently the UAR who have pledged the service of their armies, no one has come out with any proposal for an effective course of action. More ministerial meetings are held and the world is informed that action will be taken and how terrifying this will be.

The Rhodesia issue is not like a mushroom that has sprung up overnight. Africans have known (or ought to have known) at least from 1964, when Mr. Smith came to power, if not earlier, that a pitched battle would have to be resorted to in Southern Africa. Yet whenever an individual with foresight, courage and initiative emerges to propose a Union of Africa — at least in principle — or a unified military command, the suggestion is either poo-pooed or the proposer disregarded as an ambitious dictator. Africans cannot afford to have dictators; we are a democratic people, we are told; and the net result of all this is the spectacle of the Ghanaian Foreign Minister in the Security Council at the United Nations visibly unable to hide his emotions (or was it shame?) pleading Britain to take action.

It is really incredible that probably less than 200,000 people can defy almost the whole African continent with impunity. It is a soul-destroying thing to hear an African leader, if such is Dr. Banda, say that African leaders are stupid and silly in contemplating a war with Rhodesia. Rhodesians, he claims, have a strong army and air-force, guns, tanks and bombers, etc. It is a fact that white Rhodesians have all these weapons, but it is also a fact that Africans have not been ignorant of these facts.

Although some of us have always been critical, perhaps also cynical, and

sometimes even arrogant towards our leaders, it is the Rhodesian upset which has made most of us look beyond our leaders to formulate for ourselves where we are supposed to go, where we come from, who we are and what we are made of. To think that right in the heart of Africa, in mid-twentieth Century, a racist state could be established by a group of less than 200,000 whites during a period when our leaders (so we are told) are planning for the liberation of South Africa and the Portuguese possessions; that this action could take place in the midst of all these preparations and not a finger raised by Africans, is indeed a paralysing shock. It is like the raping of a virgin by a sexual maniac in the presence of her warrior brothers whose protection she has always been assured of; but now, at the moment of truth, the warriors are still dancing to the war drums. What have our leaders been doing?

Is the white man right when he says we have a long way to catch up, that what we need is guidance, that we are still like children? Surely not! But is it not really frightening that the very symbol, nay defender, of our sovereignty, the armed forces, should mutiny and leave our leaders absolutely powerless with no choice but to beg our erstwhile colonial masters to disarm our own armies? For this is what happened in East Africa early in 1964.

I wonder how many African leaders have spent sleepless nights since November 11. I would not be surprised if Dr. Nkrumah has been on the verge of committing suicide, and perhaps Dr. Nyerere has been going through one of those tropical fevers with high temperatures, sweating. Could one say the same thing about the President of Kenya or the Prime Minister of Nigeria? No doubt all African leaders — including the French — were shocked and horrified by Mr. Smith's action and Britain's inaction; no doubt they made their feelings known through the usual diplomatic channels which their former masters taught them only too well. But what else?

The reasons why African leaders are unable to agree on any common course of action are really very simple. We have nothing in common other than the colour of our skin, and even this is sometimes disputed. Some of us may be French or English speaking, but almost all of us are tied to the West, not only politically but ideologically and economically as well. Thus it is still a matter of pride for an African coun-

try to declare itself as the bastion of Western democracy, as Nigeria does, in spite of continuous constitutional breakdown and regular recurrence of politically inspired violence; for Kenyans to be wary in their dealings with communist countries on the flimsy pretext of inconvertibility of currencies. Conversely, it is now fashionable for Tanzania, hitherto a darling of the West, to be stigmatised as communist because of Mwalimu Nyerere's insistence on positive neutralism and one-Party democracy, in spite of the fact that next door, Kenya has also a one-party state. The West's attitude towards Ghana and Guinea, are well known and it is hardly worthwhile reiterating them here.

Surely when an African Premier considers it a matter of pride that his son was the first African admitted to an English Public School, Eton, and when such an event is preceded by fanfare, surely then it is about time to ask our leaders where they are leading their people to? Look at the economy of any African country and you will find that either Western capitalists own and control a significant part of it or "our Western friends" are senior partners in most economic undertakings. This really is not surprising. It is part of the price we have to pay to look respectable in the eyes of the West.

But even if we do not care about respectability, we still could not do anything about it. Our leaders have been brought up to value the virtues of capitalism and individual freedom, and all those anti-capitalism and prosocialism slogans of pre-independence movements were mere rallying cries to frighten the capitalists, that unless they, the African leaders, are given a share of the spoils, they would rock the boat. And once these leaders assume power their socialism gradually, but steadily, recedes and if anybody attempts to remind them, he is designated a communist. Mzee Kenyatta is a classical sad example of these old warriors.

(Continued on page 17)

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—J-P Sartre's introduction to "The Wretched of the Earth", by Frantz Fanon.



from the Loyola News

HOW TO MAKE MCGILL

A practical proposal to the Board of Governors, the Principal, the staff, and the students to convert McGill into North America's finest university within fifteen years while accepting the financial and talent constraints imposed by 1965 conditions. By Donald Kingsbury, Mathematics Department.

Nobody will ever take the work out of studying, but McGill has already taken the joy out of it, and when the students of a university have lost the joy of scholarship then something is drastically wrong. I challenge you all with that fact.

The consequences of inaction

The revolution in education is attacking so fast in the States that if something like this program is not initiated at McGill NOW then within one generation McGill will have to begin the importation of skilled talent to run its departments — and today's junior members who normally would be moving into these positions will remain where they are and suffer the further indignity of being retrained by Americans.

More immediately our students are in a sour mood and are actively planning to put the thumb screws on if something isn't done about the teaching. They are not at all the students they were three years ago. For instance, they are planning a fascinating manual which analyses textbooks, course content, and teaching staff. Each professor and lecturer is going to be in there smiling and nude. The only thing that is going to cool these kids off is action. Personally I feel like a French Nobleman enjoying the fruits of 1787.

Who will be responsible for change

To get change you have to make change the day to day responsibility of a group of men whose jobs depend upon their effectiveness. A committee of department heads or professors is not good enough because responsibility and attention is divided. Effective change is a full time job.

A group responsible for change must not be an advisory body. It must have the power to act. It must be responsible to Dr. Robertson alone and work in close coordination with him. If Dr. Robertson finds one of its proposals out of the real world, say, for financial reasons then he should be expected to veto it, but no department head should have the power to veto a proposal. Too many good things die for petty reasons. But such a group must have limits to its power. I see it responsible for a program only during the experimental phase after which full

control is returned to the relevant department.

The nature of the game to be played by this group should be determined by a convention of department heads so that when it is instituted their interests will have been safeguarded and their agreement for its existence will have been secured.

The concept of help

Let's formally call this body The Department Of Teaching Research And Development. It must be a service organisation designed to help everyone at McGill who wants an educational milieu which students find exciting.

In the first place we want to help Dr. Robertson. He's the boss of this game we're in and we all win if he wins. One of the things he wants is to see that McGill is the finest teaching outfit around. But the Principal is an executive. An executive needs to have power amplifiers around him capable of translating his wishes into action with elegance and economy of effort.

As McGill is presently structured I'm sure Dr. Robertson sometimes feels as if he were driving a fifteen ton truck without power steering. Let's give him power steering. If we don't give it to him we're telling him that we don't trust him to protect our interests, that we'd rather have no driver than have him as our driver.

Suppose the Principal wants to upgrade teaching at McGill. At present there is no effective power amplifier which will allow him to implement that wish. It is as simple as that. Our department heads are in general competent executives with wide knowledge and ability in their fields. They are not experts on experimental teaching and should not have to be.

In the second place we want to help the department heads. They are where they are because they are clever men as well as workers. Often they are the best lecturers in their departments. They know who their duds are — you bet they do — and if you were as shrewd a buyer on the university staff market as they are, and as aware of what happens to departments that don't emphasize research, and as aware of the level of teaching ability among the available job applicants, you'd be less willing to condemn them for their choice of staff and more willing to ask how the present staff could be upgraded.

What department head around McGill wouldn't be relieved to know that a group had been formed which was eventually going to tackle the problem of the dud teachers and solve it?

The nature of the research group

I see this group working in the following manner. It has communication contacts with all the major educational research projects in the States (Ford Foundation, Job Corps, etc.), communication lines which the various deans and department heads do not have time to cultivate. I see it sending its members to the best centers to assimilate the new skills in the only way they can be acquired, by participation.

The Teaching Research And Development Department would begin its experimentation gradually. Changes legislated in the totalitarian manner without an underbase of skill produce chaos, not improvement. All revolutions that failed or faltered can be traced to an over-eager executive who instituted change without first providing an underbase of skill to hold and cement the change. An effective revolutionary first provides an underbase of skill, not thru talks and discussions, but by setting up small pilot plants which use the skills he wants and whose failures are manageable in terms of the effort and resources available to correct them.

The Teaching Research And Development Department must not be allowed to make changes everywhere at once. To do so would mean failure and a return to the status quo. See the case history of Chicago University. It must pick its first project carefully and let everything else run as it is now. But for this project it must have full responsibility and a budget.

Related department heads must be contacted and the experimental program designed with the needs of the department in mind. Preferably the Research Group would borrow interested members of the affected department to staff the program but sometimes it might be necessary to bring in its own staff.

Then for a few years it must concentrate on working the flaws out of the chosen project. We can consider each project successful only when it has found long term financing, when the staff is properly trained, when the students are enjoying their relationship to the project, and when the department heads are satisfied that the students are learning what they should be learning. After that Teaching Research And Development can redelegate responsibility back to the relevant department (or establish a new department) and pick up a new project.

An experimental English course

Let's take an example of what could be done in the English Department. Please take this as an example of what a well organised Research

Department might attempt and NOT as a proposal to be considered at this time. The proposal I am putting forward is NOT for a change in the English Department, but for an Operations Research Group in teaching.

These things about the English Department we can start with if my student contacts are reliable: The present courses do not develop writing ability. They do not develop the ability to discuss and handle the writings of our best English authors. The students have library access problems. The students basically listen and read and so are underdeveloped in other types of response. Conference participation is a minority matter. And importantly, money considerations will not allow us to increase the student to staff ratio or allow the use of elaborate facilities.

Let's fool around with this problem and see what can be done. I don't promise that the idea is anywhere near flawless; I do not have the contacts that a Teaching Research Group would command.

Since the course would be a pilot plant we don't want to start with the first year. Start with the second year. Take one classroom. Forget the fifty minute hour (an artificial constraint) and keep the room open and blazing all day long. Strip out the desks. Put in moveable chairs that fit comfortably five in a circle. Put some tough cheap tape recorders in small portable tables with mike attachments. Put bookshelves on the walls. Knock each of the students five dollars for a book fund. (Bring in some of Redpath's spare books if they have any.) Have a couple of comfortable chairs in a corner for reading out of print books that can't be replaced. Have a bulletin board for reading lists and course gossip.

Prevail upon the poor overworked administration people to accept registrations for the course at any time during the year. (September starts are another artificial constraint.) Persuade them gently, with tranquilizers, that there will be no May exam scheduled for the course due to the fact that the course won't ever end. Further prevail upon them to accept the idea that half course credits for students will be dribbling into their office at the oddest intervals. If a bank can keep track of your money, McGill can keep a small credit account for some of its students on much the same basis.

Issue the entering students a check-sheet. When the student has done his first reading assignment he gets assigned to a tough questioning by three students (or professor) who have already completed that assignment. They take ten minutes to find out if he really did read the book and what his comprehension level was. If they are satisfied they sign his checksheet, if not they send him back for a second reading.

Once thru the questioning the student is assigned to a discussion group of five, one of them a leader who is trained (but unpaid) to create a formal rotating discussion where you talk once and then listen four times for an hour or two. In the absence of a skilled leader an incredibly valuable discussion can be had this way by having the leader put questions supplied by the professor, or by having him put questions supplied by the students themselves. I've seen it done.

INTO A UNIVERSITY

When you have become articulate on that particular reading assignment your checksheet is marked off by the discussion leader, and you move to the next assignment. Written assignments would be conducted in the same way, with the students reading and correcting each other's essays. Other assignments might include small outside applications of the ideas developed during the discussions.

A special short discussion-leader course would have to be given simultaneously, consisting mainly of mock-discussion drills where mock difficulties would be repetitively tossed at the student-leader and his mistakes analyzed until he could handle anything. Every student, even the shy ones, would be expected to take their turns at being discussion leader with students slightly junior to themselves. The professor would sample the discussion tapes with the leader to correct leadership mistakes.

Every once in a while a group of students with certain checksheet qualifications would be assembled by a professor for a lecture which would have impact because the student would be ready for it. The lecture could be taped for the classroom's tape library.

From time to time a group of students interested in a certain subject would be asked to produce a short (or long) tape-keyed-to-slides lecture which might be anything from an erudite analysis to a surrealist interpretation of a poem.

Whenever the professor in charge thought that a student's work warranted it, he would award that student with a half credit toward his degree.

If you've never seen a course like that running you can't imagine the enthusiasm and scholarship and real ability it develops in remarkably short time even in the worst deadheads. You'd find interested Engineers even wandering into the course for a half credit or so.

Once the course had matured into a viable adult, and that would take perhaps several years, Teaching Research and Development would turn the whole thing over to the English Department staff and so on to other matters, leaving behind a revolutionary cell that would spark other revolutions. Most of all it would be leaving behind better teaching skills than it found.

A Mathematics project

Some problems can't be solved within one department. Consider a problem of the mathematics department. We teach all kinds of students from all kinds of disciplines, many of them which we know nothing about. We put most of our students to sleep, not so much because we are bad lecturers, but because we can't relate our course to their interests. As I have said, learning never takes place unless the student's response completes one of his subgoals. If we appeal only to the student's need to get a credit, we have at best a tenuous hold on him. (And he grows up hating mathematicians and that's bad for our job security.)

Here's what Teaching Research and Development might do about that. It could collect live problems, or component parts of live problems, from the people who use mathematics, the psychologist, the systems analyst, the engineer, etc, even the pure mathe-

matician. These could be indexed by the mathematical skills needed to solve them and by interest. They could be stored on magnetic tape the better storage methods are available.

For instance, I'm working in brain cell network theory. Most of the math isn't very complicated. I could easily write out some problems for an algebra course that is covering matrices and vectors which would fascinate undergraduates interested in psychology, biology, engineering, etc, tho they might have no appeal at all for a commerce man. Under the present system I couldn't get these problems to the students who would profit from them.

If such a master list existed a mathematics instructor could give his class a test that determined their abilities, motives, interests, etc, add to this information those things he wanted to teach his class, and use this as the input for a computer program which would select from the master list the relevant problems.

Imagine walking into a math class and having the instructor give you a list of problems in which at least every third one was related to you! It could be done. The Engineering Department is beginning just such a program on a small scale with its first year students.

Other projects

Suppose the Teaching Research and Development Department found that a major obstacle to learning was slow reading and bad comprehension. It could do something about it. Such a problem could never get handled under the present system where there is no Department of Reading.

Why shouldn't every McGill student have a reading rate of 1000 words per minute with full comprehension after two years. We can dismiss as fuddy-dudds those professors who think reading drill isn't part of a university education. You master the tools of your trade before you use them. The only major problem here is a financial one and I'm not even sure that's a problem.

The possibilities are vast. Liaison can be set up with some publishing companies to have printed at least some good textbooks that have something to do with learning. What can and cannot be done with programmed texts? What materials should go along with programmed texts? Where could workshop courses be used? Where are lectures useful and where do they fail? How can taped lectures keyed-to-slides help the professor? How far can we develop the system in which student teaches student? What exactly are the artificial constraints that clutter up McGill? How do you deal with and isolate the professor who feels that good teaching is not a part of McGill and that students are bad material anyway?

The head of the research group

Only a Department Of Teaching Research And Development could do all of these things well, but in the hands of the wrong man it could fail miserably to do any of them.

The boss of this research group must have several qualities — first, the ability to understand Dr. Robertson's problems and the problems of the department heads, the deans, and the administration, and a willingness

to create solutions within the framework of whatever real constraints exist; second, the ability to communicate with students in a way which anticipates their needs even before they themselves are able to articulate them; third, the ability to understand that there is an educational revolution going on around us, what its theoretical base is and what are its practical tools; fourth, he must be a teacher, a prolific creator and innovator, and at the same time a reasonable man who can work with the talent at hand on a scale commensurable with McGill's resources; and fifth, he must be a man of action.

What the staff can do

Before such a program can be implemented McGill's executives must believe that it is needed and that it will work. I suggest that those staff members who feel strongly that teaching at McGill could be vastly upgraded and who would be pleased to work with a Teaching Research And Development Department get together

and map out a tentative organization and program. Where there is union there is wisdom, creativity, balance, and the ability to get the job done.

I can be contacted at local 703, a note will reach me in care of the Math Dept, and my office is in room 22 in the Old Presbyterian College across from the New Union.

What the students can do

Complete your book on the staff and courses. Make it accurate and make it constructive. Make it glaringly obvious that there is a need for reform. And print one copy for each student.

Your leaders are already experimenting with a course on student government. Extend this idea. Set up your own shadow Department of Teaching Research And Development. Pick one or several of the most hated undergraduate courses. Take a two week section of that course. Bring in your best students, your best artists, (Continued on page 13)

Rhodesia...

(Continued from page 11)

removed his ceremonial guard and, to humiliate him, appointed another man as Governor in competition; and yet Mr. Wilson has not raised a finger. Apparently, he still seems content to declare himself the Master of Rhodesia and allow Mr. Smith to issue orders to Rhodesians. In the case of Kenya, an all-out war was waged against the Mau Mau, employing the most modern fighting weapons — bombers and tanks — spending well over fifty million pounds, and incurring casualties of 2,000 loyal Africans, 10,000 Mau Mau fighters and, surprisingly enough, only 32 Europeans! But there was then no crisis of Christian conscience on the use of force.

This Christian world, the West, the world which receives the daily death-tolls of the Viet Cong with impatient boredom, a world which seems to be satisfied by an American apology whenever a friendly Vietnamese village is accidentally bombed, but becomes suddenly shocked when a Yemeni rebel beheads an English soldier or a Viet Cong executes a US Marine, is also the world which claims leadership over the rest of mankind. The West lauds itself as the champion and defender of freedom and of human dignity, even to the extent of waging two World Wars, but would not see justice done to a murderer of a Negro. This Christian and so-called civilised world which seems to be struck with Christian conscience only when force is contemplated against the white bipeds, for a cause too profound even in terms of the values of its own civilisation, is indeed a very perplexing phenomenon.

Ahmed Mohiddin

Zeno...

(Continued from page 10)

they dealt with a process of division carried on indefinitely, or with what modern mathematicians call infinite series, limits, transcendental numbers, irrational quantities, and so forth, provides an example of a great social truth borne out by the whole history of human knowledge. Fruitful intellectual activity of the cleverest people draws its strength from the common knowledge which all of us share. Beyond a certain point clever people can never transcend the limitations of the social culture they inherit. When clever people pride themselves on their own isolation, we may well wonder whether they are very clever after all.

This article is from Lancelot Hogben's *Mathematics for the Million*, and is reprinted with the author's permission. Dr. Hogben, the first principal of the University of Guyana, was an assistant professor of zoology at McGill in 1925-26.

ZENO, ACHILLES and the TORTOISE

The first men who dwelt in cities were talking animals. The man-of-the-machine age is a calculating animal. We live in a welter of figures: cookery recipes, railway time-tables, unemployment aggregates, fines, taxes, war debts, overtime schedules, speed limits, bowling averages, betting odds, billiard scores, calories, babies' weights, clinical temperatures, rainfall, hours of sunshine, motoring records, power indices, gas-meter readings, bank rates, freight rates, death rates, discount interest, lotteries, wave lengths, and tire pressures. Every night, when he winds up his watch, the modern man adjusts a scientific instrument of a precision and delicacy unimaginable to the most cunning artificers of Alexandria in its prime. Ratios, limits, acceleration, are not remote abstractions, dimly apprehended by the solitary genius. Their photographs are upon every page of our existence. So much is commonplace. What may escape our notice is that in doing these things we have learned to use devices which presented tremendous difficulties to the most brilliant mathematicians of antiquity.

An illustration will help to make this quite definite. The Eleatic philosopher Zeno set all his contemporaries guessing by propounding a series of conundrums, of which the one most often quoted is the paradox of Achilles and the tortoise. Here is the problem about which the inventors of school geometry argued till they had speaker's throat and writer's cramp. Achilles runs a race with the tortoise. He runs ten times as fast as the tortoise. The tortoise has 100 yards' start. Now, says Zeno, Achilles runs 100 yards and reaches the place where the tortoise started. Meanwhile the tortoise has gone a tenth as far as Achilles, and is therefore 10 yards ahead of Achilles. Achilles runs this 10 yards. The tortoise has then run a tenth as far as Achilles, and is therefore 1 yard in front of him. Achilles runs this 1 yard. The tortoise has then run a tenth of a yard and is now a tenth of a yard in front of Achilles. While Achilles runs this tenth of a yard, the tortoise goes a tenth of a tenth of a yard. He is now a hundredth of a yard in front of Achilles. When Achilles has caught up this hundredth of a yard, the tortoise is a thousandth of a yard in front. So, argued Zeno, Achilles is always getting nearer the tortoise, but can never quite catch him up.

It would be wrong to think that Zeno and all the wise men who argued the point failed to recognize that Achilles really did get past the tortoise. What troubled them was, where is the catch? You may have been asking the same question. If so, you did not ask

it for the reason which prompted Zeno to do so. Likely enough, what is worrying you is why he thought up funny little riddles of that sort. Indeed, what you are really concerned with is an historical problem. As a mathematical problem, it is not one which presents any mathematical difficulty to you. You know how to translate it into size language, because you inherit a social culture which is separated from theirs by the collapse of two great civilizations and by two great social revolutions.

The difficulty of the ancients was not an historical difficulty. It was a mathematical difficulty. They had not evolved a size language into which this problem could be freely translated. Furthermore the Greeks of-Zeno's time were not accustomed to speed limits and passenger-luggage allowances. They found any problem involving division very much more difficult than a problem involving multiplication. They could not do sums on paper. They had no direct way of doing division to any preassigned order of accuracy, because they relied for calculation on the mechanical aid of the abacus (counting frame). For all these and other reasons, the Greek mathematician was unable to see something that we see without taking the trouble to worry about whether we see it or not. If we go on piling up more and more material objects, the pile goes on growing without any end as long as we go on adding more; and if we can indeed go on adding larger and larger quantities indefinitely without coming to a stop, it seemed to Zeno's contemporaries that we ought to be able to go on adding smaller and still smaller quantities indefinitely without reaching a limit. They thought that in one case the pile goes on for ever, growing more rapidly, and in the other it goes on for ever, growing more slowly. There was nothing in their number language to suggest that when the engine slows beyond a certain point, it chokes off.

To see this clearly, we will first put down in numbers the distance which the tortoise traverses at different stages of the race after Achilles starts.

As we have described it above, the tortoise moves 10 yards in stage 1, 1 yard in stage 2, one-tenth of a yard in stage 3, one-hundredth of a yard in stage 4, etc. Suppose we had a number language like the Greeks and Romans, or the Hebrews, who used letters of the alphabet. Using the one that is familiar to us because still used for clocks, graveyards, and law-courts, we might write the total of all the distances the tortoise ran before Achilles caught him up like this:

$$Z + 1 + \frac{1}{X} + \frac{1}{C} + \frac{1}{M} \text{ and so on}$$

The Romans did not actually have the convenient methods of representing proper fractions used above for illustrative purposes; and I have added "and so on" because the ancient peoples got into great difficulties when they had to handle numbers more than a few thousand. Apart from the fact that the author has left the tail of the series to the reader's imagination (and do not forget that the tail is most of the animal if it goes on for ever), notice another disadvantage of such an ancient script. There is absolutely nothing to suggest to you how the distances at each stage of the race are connected with one another. Today we have a number vocabulary which makes this relation perfectly evident, when we write it down as:

$$10 + 1 + \frac{1}{10} + \frac{1}{100} + \frac{1}{10,000} \text{ and so on.}$$

In this case one has to print "and so on" to save ourselves troubles, but not because we lack the right number-words. Our number-words were borrowed from the Hindus, who learned to write number language after Zeno and Euclid had gone to their graves. A vast upheaval in Europe during the fourteenth and fifteenth centuries A.D., gave us schools which made this number language the common property of mankind. A second social upheaval, the French Revolution, taught us to use a reformed spelling. Thanks to the Education Acts of the nineteenth century, this reformed spelling is part of the common fund of knowledge shared by almost every sane individual in the English-speaking world. Let us write the last total, using this reformed spelling, which we call decimal notation. That is to say: $10 + 1 + 0.1 + 0.01 + 0.0001 + 0.000001$ and so on.

We have only to use the reformed spelling to remind ourselves that this can be put in a more snappy form: 11.11111 etc., or still better: 11.1.

We recognize the fraction 0.1 as a quantity that is less than $\frac{2}{10}$ and more than $\frac{1}{10}$. If we have not forgotten the arithmetic we learned at school, we shall remember that 0.1 corresponds with the fraction $\frac{1}{9}$. This means that, the longer we make the sum, $0.1 + 0.01 + 0.001$, etc., the nearer it gets to $\frac{1}{9}$, and it never grows bigger than $\frac{1}{9}$. The total of all the yards the tortoise moves till there is no distance between himself and Achilles makes up just $11\frac{1}{9}$ yards, and no more.

You will now see more clearly what was meant by saying that the riddle presents no mathematical difficulty to you. You have a number language constructed so that it can take into account a possibility which mathematicians describe by a very impressive name. They call it the convergence of an infinite series to a limiting value. Put in plain words, this means only that, if you go on piling up smaller and smaller quantities as long as you can, you may get a pile the size of which we cannot make measurably larger by adding any more. The immense difficulty which the mathematicians of the ancient world experienced when

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jazz...

(Continued from page 12)

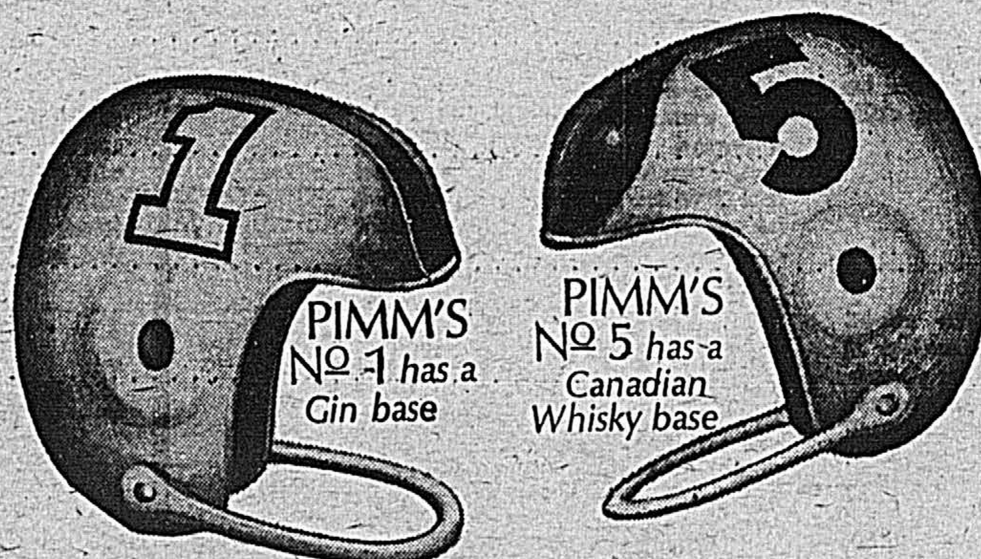
pression of Gene Krupa, which had the audience in stitches.

I must add that Fleming is apparently primarily an accordionist, and played a very enjoyable solo on an old Charlie Parker tune.

This show will be broadcast tomorrow night for those of you who are interested. Next Tuesday, Nick Ayoub's group will perform.

It is only by attending concerts, clubs and tapings that an audience can express their approval or disapproval of the music presented. The Montreal jazz audience seems to be starved for jazz to the point that they can no longer distinguish good from bad, or if they can, are unwilling to commit themselves in public by abstaining from applause. It is not polite to applaud a bad performance, and it does the musicians performing no good to hear their mistakes cheered on. Of course, the only way one can tell good from bad is to go and listen to both, as often as possible.

H K H



both are absolutely delicious!

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The Rhodesia Situation

On November 11, 1965, the 'revolving-door' negotiations in Rhodesia were abruptly brought to an end. Insofar as Mr. Smith is concerned, Rhodesia is now an independent sovereign state. To Mr. Wilson, however, nothing has changed in Rhodesia's constitutional status vis-a-vis Britain except that Mr. Smith and his cabinet are no longer the de jure Government of Rhodesia; they are rebels. Rhodesia is as much a British colony after UDI as before it. However advanced constitutionally the territory may be, it is still subject to the sovereignty of the British Parliament. In spite of this Parliamentary sovereignty, Britain has no real effective power in the territory. Rhodesia has the unique feature of possessing her own army and air force, which are exclusively white. White, too, are the administrative and executive classes of the civil service, police force and other auxiliaries. In short, the entire State apparatus is controlled by the Whites. As of today, the only contact Britain has with Rhodesia is with the Governor, Sir Humphrey Gibbs, who has so far refused to relinquish his post despite Mr. Smith's determined efforts to remove him. The problem facing Britain now is that of asserting her authority. How can Wilson do this? There are three main possibilities: the use of force; the use of constitutional methods; and the use of — for lack of a better word — Machiavellian methods: the deployment of whatever means are available to achieve the desired result. This could include force, constitutional means, even the use of mercenaries (I suppose Black in this case) and Mr. Wilson might find M. Tshombe's acquaintance stimulating.

Mr. Wilson is on record as refusing to use force to solve a constitutional problem. Even if force were to be used by somebody else he would not like to be associated with it: in fact, he would positively discourage it. This leaves us with two methods, the Constitutional and the Machiavellian. Although Britain employed the latter method in the case of the Mau Mau rebellion and found it very effective in Kenya, in the case of Rhodesia Mr. Wilson has refused to do this. What remains now is the Constitutional method and this is the one Mr. Wilson has adopted. But what does this method imply? One would have thought that it simply means allowing the normal process of law to take place. But does it? By Mr. Wilson's own admission — and he was here speaking on the advice of Her Majesty's legal advisers — Mr. Smith & Co. are rebels and traitors; in other words, they have contravened certain laws. But what has Mr. Wilson done? One would expect Mr. Smith and Co. to be arrested and brought to trial as has happened to all rebels in the past. This is what happened to the Mau Mau leaders. For this surely is the constitutional method. Yet to date nothing has happened. Why? The answer is simple: to do that Mr. Wilson has to send in troops to effect the arrests and this would, so it is argued, inevitably involve the use of force and Mr. Wilson is categorically against this. But, one might ask, who would use force? The British or the White Rhodesians? Is it the prevalent Downing Street view that Rhodesians will use force the moment British troops enter Rhodesian territory, on the pretext that Rhodesia is an independent Sovereign state and hence the British have no right to be there? If that is the case, is it not tantamount to accepting Rhodesia's UDI: the claim that Rhodesia is, in fact, independent and Britain is an unwelcome — indeed hostile — element? Yet Britain continues to claim her undoubted sovereignty over Rhodesia. If there were doubts about Britain's sovereignty, then one would have sympathised with or at least attempted to appreciate the British position. But this clearly is not the case. Why won't Britain assert her authority in Rhodesia as she did in the case of Kenya, Buganda, British Guiana and, lately, Aden, let alone the numerous African punitive expeditions in the 19th Century? Why resort to a constitutional method in the case of Rhodesia where clear legal British omnipotence exists, when Britain did not do so in the case of Suez in 1956 where no such authority existed?

Mr. Wilson asserts, and his Foreign Secretary has tried to convince the Security Council, Africans, and the rest of the world, that economic sanctions alone would do the trick. So let's look at these sanctions. A very grave doubt exists that, even if wholeheartedly applied, these sanctions would work. This is the view of two independent analyses of these sanctions carried out by the London Sunday Times and the New York Times. To be really effective, economic sanctions must be comprehensive and prolonged, and must be extended to South Africa, Angola and Mozambique, friends of Rhodesia who are bound to help her. In fact, trade be-

tween these countries is, as of now, normal. Is Britain or the UN prepared to take this step? Doubtful.

Mr. Smith is not a fool. He knows that the sanctions would not be maintained for long, he is confident of his white support, and he has said why:

I cannot conceive of a rational world uniting in an endeavor to destroy the economy of this country knowing, as they undoubtedly do, that in many cases the hardest hit would be the very people on whose behalf they would like to believe they are invoking these sanctions.

Are not these the very arguments used by well meaning people against economic sanctions on South Africa? Mr. Smith knows more than that:

The people of Britain are the kith and kin of many Rhodesians and the people with whom we have the closest affinity, both in our way of life and in our conception of justice and civilisation.

Would these people raise a finger against their brethren? No; they are not like Africans who would kill one another, as was the case in East Africa during the First World War, in the name of their Imperial Masters; or in the name of law and order as was the case during the Mau Mau rebellion.

Assuming for a moment that the sanctions would be effective, what then? Mr. Wilson's strategy seems to create an internal white discontent against Mr. Smith, with Sir Humphrey Gibbs, the loyal Governor, as the rallying point of the dissidents. Rhodesian loyalty to the Crown is considered to be very real and with the Governor as the accredited representative of the Queen, it is expected that very soon, probably by Christmas, there would be enough support behind the Governor to enable him to call elections on the basis of the 1961 Constitution. With the establishment of loyal Government, the way would be open for Britain to act. The Governor's Visitors Book is in this context taken as a barometer of his support and the recent award bestowed on him by the Queen is intended to leave no doubt that it is Sir Humphrey who is the Queen's representative.

But what is to happen in the meantime? So far attention has been focussed on the inter-European conflicts alone, for obviously the Europeans are the people who matter, who possess arms and other lethal weapons. Little has been said about the Africans. It is presumably assumed that Africans would either be under the strict control of Mr. Smith's police or, should they start any trouble, the armed forces would quickly deal with them. In so doing, the latter would not be committing treason for they would simply be attempting to maintain law and order. Mr. Wilson said that Britain would consider sending troops to Rhodesia in the event of a breakdown of law and order and at the request of the Governor. This is really very strange. For it amounts to saying that unless a bloody revolt occurs, a revolt beyond Mr. Smith's ability to control — then, and only then, can Britain consider armed intervention. Rhodesia is in a state of emergency and this in plain language means absolute police control. Neither peaceful demonstrations nor public gatherings are allowed for Africans. A gathering of more than three people is considered as a crowd and this is illegal. How then can Africans demonstrate their opposition to UDI? So the majority of the people, Africans, are to suffer for the crime of one man with whom Britain refuses to deal. And even if economic sanctions were successful in toppling Mr. Smith, it would again be the Africans who would have paid the price. For they would be assuming control of a bankrupt state. Surely no attention has been paid to the plight of these, Her Majesty's loyal black subjects. Much has been said about the loyalty of the White Rhodesians to the Crown and their war records, but surprisingly very little about the Blacks and the 15,000 of them (as against 9,000 Europeans) who served with the British forces during the two World Wars. Obviously this is a form of "fifth column" pressure on the British Government not to use force in Rhodesia.

Resort to constitutional methods would be feasible if one were dealing with reasonable people who are willing to compromise. Mr. Smith & Co. are plainly not that kind of people. What happened in Rhodesia on November 11 is an exact repetition of what happened in that territory 70 years ago: a technologically superior people imposing its will on a people of less complex technology. Mr. Smith & Co. are not honest perpetrators of Western Civilisation and Christianity; their true interests are in maintaining things as they are. In Mr. Smith's own words:

Rhodesians have witnessed a process which is des-

tructive of those very precepts upon which civilisation in a primitive country has been built; they have seen the principles of Western democracy and responsible government and moral standards crumble elsewhere... Let no one believe that this action today marks a radical departure from the principles by which we have lived...

The precepts upon which civilisation has been built in Rhodesia — which Mr. Smith laments on their disappearance in other African countries, and from which independent Rhodesia would not depart — are racial discrimination and the denial of opportunities for material progress for Africans.

Mr. Smith & Co. have proved themselves to be those who, to borrow a phrase, indulge in terminological inexactitudes. Their record shows this. Mr. Smith had made up his mind in favour of UDI even when Mr. Wilson was in Salisbury searching for a solution, let alone when the British Prime Minister spoke to him on the very day of the illegal act. All along Mr. Smith pretended that he was genuinely negotiating. And on November 11th, Mr. Smith boldly claimed that "...a respect for the opinions of mankind requires (him) to declare to other nations the causes which impel (him) to assume full responsibility for...own affairs", whereas the whole world knows and his previous record and recent actions testify, that the contrary is the case. Mr. Smith has nothing but contempt for the United Nations and people who happen to be either non-white or against him. "There is no doubt", he says, "that the talks of threats and sanctions is no more than appeasement to the UN, and Afro-Asia bloc and certain members of the Commonwealth".

In a letter to Mr. Smith before he flew to Salisbury, Mr. Wilson said that in seeking conditions in which Rhodesia could become independent, "there are certain basic matters of conscience, of honour, and of duty to which all parties in this country have consistently adhered". And in his statement to the House of Commons the morning following the UDI, Mr. Wilson said:

It would be unworthy of this Government, of any British Government, as it would be unworthy of this House to allow this challenge, offensive as it is to all our cherished traditions, and to the wider aspirations of the whole of mankind, to go unanswered... Heaven knows what crimes will be committed against the concept of the rule of law and of human freedom for which this House has always stood...

Where, then, do the obligations of conscience, honour and duty cease? If conscience were satisfied by designating the Rhodesian Government as a rebel, and honour were met by refusing commercial dealings with a rebel State, would not duty require Britain to do everything in her power to prevent the Africans, whose well-being Mr. Wilson claims is still Britain's responsibility, from passing under the perpetual control of a minority determined to rule for its own ends? What if this will mean the use of force? Surely not to act is an abdication of a self-entrusted sacred trust.

It is very interesting to compare the present Rhodesia situation to that of Kenya in 1952. On October 21st, 1952, Mr. Oliver Lyttelton, the British Colonial Secretary commenting in the House on the declaration of a state of emergency in Kenya the previous day, said: "Secrecy was essential if the ring leaders were to be arrested quickly and outbreak of violence avoided." Then he went on to describe the Mau Mau activities as:

Carefully planned, centrally directed and its object is to destroy all authority other than Mau Mau. Its leaders were establishing their own courts in their attempt to usurp the functions of Government.

And he concluded:

Action against these leaders was imperative. The ordinary process of the law is necessarily slow. In present conditions in Kenya it would have allowed time and opportunity for those behind the outrages to organise widespread disturbances in which numbers of innocent people might have been killed.

UDI was a threat to Britain for a considerably longer period than Mau Mau was, and yet in Rhodesia Britain failed to act as decisively as she did in Kenya. Mr. Wilson said that Britain would be forced to act if the Governor was impeded in the execution of his duty. Mr. Smith has stripped Sir Humphrey of all semblance of governorship, disconnected his telephone,

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jazz

The CBC broadcasts an hour of jazz every Saturday night at 11 on CBF. Shows are taped on Tuesday night at 8:30 at the Hermitage on Cote des Neiges. The public is welcome and admission is free.

Last week's show, I am told, was excellent, and featured Lee Gagnon's group. This week, however, I was disappointed. Yvan Landry on vibes and Al Baculus on saxophone fronted the group and were in good form considering the conditions. The rhythm section: Gordie Fleming, piano; Roland Desjardins, bass; and Ronnie Page, drums, were not only uninspiring, they were unprofessional.

I should think that the CBC, an organization which has every opportunity to hire the best musicians available, would do their utmost to ensure the quality of their product. Baculus is a fine musician: good technique and good conception. Landry is of the Milt Jackson school and swings well. I would consider both these men as jazz musicians who do quite a bit of studio work. I would consider the rhythm section as studio musicians who sometimes play jazz. Desjardins was hardly heard all night, being very busy reading the music to simple blues and "I got rhythm" tunes. Fleming played

too loudly and was unrhythmic. But drummer Ronnie Page was almost unbelievable: speeding up, slowing down, playing very softly on just the cymbals for whole choruses, until, suddenly inspired by what I don't know, he would come forth with great walloping accents, wham, bam, thank you ma'am, all in the wrong places and at least twice the volume required. After which he would seem very happy, although it took the group several full bars to recover whatever composure they could muster. Also, he seems to do a conscientious im-

(Continued on page 10)

The Folk Scene

The McGill Folk Society will present their first professional concert of the year on December 3, when Doc Watson will play at Moyse Hall. Ralph Rinzler, talent coordinator of the Newport Folk Festival, had this to say about Doc in *Sing Out* magazine, the Bible of folk music.

"No one fails to respond to Doc Watson. You don't have to be a musician or a 'folknik', a guitar technologist or an ethnomusicologist. You just have to be human, and if you're

lacking in this area, listen to Doc talk and sing and you'll learn a lot about people and life.

"Doc could get by as a talker, a Will Rogers sort of character who spins yarns and makes everyone feel the warmth of his expression, the firmness of his beliefs, and the joy of his humour. A few guitar solos would suffice to win him a raft of disciples on the basis of his technique. An unaccompanied ballad or sacred song is as complete a statement as one

could hope for. All these plus the banjo, tunes, harmonica solos, and mandolin breakdowns combine with the tales about local characters and customs to make the time spent with Doc Watson, whether in concert or in his living room at home, a unique and rich experience."

La Faim Foetale this week features another in the long list of topnotch performers to appear there, 'Spider' John Koerner. John is one of the better white-city blues performers, and if you have seen John Hammond, and enjoyed his performance, you are sure to enjoy Koerner. He will be performing nightly until Nov. 28.

Mike Seeger's performance for SCOPE left one neither disappointed nor joyfully surprised. Those who had seen Mike perform before realized that this was not one of his best nights, but his performance was up to par. Since this was to be a lecture demonstration on traditions of old-timey country music, (NOT bluegrass, as had mistakenly appeared in two articles in the *Daily*), one was left rather disappointed at the lack of lecture. In a short discourse in the first half, Mike knocked two sacred cows which sorely needed it—the Hootenanny craze, and the TV program, *Let's Sing Out*, as well as attempting to distinguish between blue grass and old-timey country music.

MN

Entertainment Directory

Films:

Alouette: *Sleeping Beauty*: Nightly at 8:30 mats Sat., Sun., Wed. at 2.
Avenue: *Murder Most Foul*: 1:30, 3:30, 5:30, 7:30, 9:30.
Capitol: *Sands of the Kalahari*: 10, 12:10, 2:20, 4:40, 7, 9:20.
Cinema Festival: *Oui Baba*: Nightly at 7:30, 9:30.
Cinema PVM: *Casanova 78*: 12:40, 2:50, 5:05, 7:15, 9:25.
Little Cinema PVM: *Zorba the Greek*: 12:50, 3:30, 6:10, 8:50.
Cine Week-End: *Kwaidan*: Sat., Sun. at 8.
Cinema Vendôme: *Nothing Doing On Saturday*: 12:15, 2:45, 5, 7:15, 9:30.
Dauphin: *Les Amants*: Nightly at 7:30, 9:30, Sat., Sun. at 1:30, 3:30, 5:30, 7:30, 9:30.
Dorval (Salle Dorée): *Becket*: Nightly at 8:30, mats Sat., Wed. at 2, Sun. continuous from 2.
Elysée (Salle Renois): *Le Bonheur*: Mon.-Fri. at 7:30, 9:30, Sat., Sun. 1:30, 3:30, 5:30, 7:30, 9:30; (Salle Eisenstein): *La Révolutionnaire et la Jetée*: see above times.
Kent: *The Knack*: 12:55, 2:55, 4:55, 6:55, 9, 9:50; *The Icress File*: 10:20, 12:35, 2:45, 5, 7:15, 9:35.
Monkland: *Never On Sunday*: 2:50, 6:20, 9:50; *Topkapi*: 12:50, 4:20, 7:50.
Palace: *The Cincinnati Kid*: 10:30, 12:40, 2:55, 5:05, 7:15, 9:25.

Parisien: La Vie Heureuse de Léopold Z:

10:45, 1, 3:10, 5:25, 7:35, 9:55.
Seville: *The Sound Of Music*: Nightly at 8:15, mats Wed., Sat., Sun. at 2:15.
Snowdon: *Ship Of Fools*: 12:55, 3:25, 5:55, 8:25.
Strands: *Clay vs Patterson*: 11:30, 2:50, 6:15, 9:35; *Blood and Black Lace*: 11:45, 3:05, 6:30, 9:50; *Tickle Me*: 10, 1:25, 4:45, 8:05.
Westmount: *Magnificent Men In Their Flying Machines*: Nightly at 8:30, mats Wed., Sat., Sun. at 2:15.

Film Societies:

La Cinémathèque Canadienne: Nov. 29: *Heavenly Love, Une Place*, 6:30; *Homage to "This Hour Has Seven Days"* (Patrick Watson and Laurier Lapierre will speak), 9.
Nov. 30: *The Exploits of Elaine*, 6:30, 9.
Dec. 1: *Une Romance de Faubourg*, 6:30; *Homage to "This Hour Has Seven Days"*, 9.
Dec. 2: *Transport from Paradise*, 6:30; *Et le Cinquième Cavalier, C'est la Peur*, 9.
McGill Film Society: Nov. 27 (La Série d'Essais) *Cocoon: The Surrealist Experiment*, 7:30; (Silent Series) Nov. 26: *The Italian Straw Hat*, Chaplin Festival, 8.

Theatres:

L'Eggoire: *Le Placard* (Translation Of Oh Dad, Poor Dad), Nov. 30-Dec. 19: Nightly at 8:30, Sun. at 7:30.

La Poudrière: *Who's Afraid Of Virginia Woolf*: Nightly at 8:30, except Sun.
Les Saltimbanques: *Les Nourrices*.
Sir George Williams University Concert Series: *Instant Theatre (The Tiger, Revue Time, The Participation)*, Nov. 26 at 8:40.
Théâtre du Nouveau Monde (Orpheum Theatre): *Terenzaccio*, evenings except Mon. until Dec. 19.

Music:

La Comédie Canadienne: Miriam Makeba and Hugh Masekela. Nov. 29-Dec. 5; mat. on Dec. 5.
Pro Musica Society: Nov. 28: *Quatuor Ampédeus* at 5 pm.
McGill Chamber Orchestra: Mozart Concert, Jean-Pierre Rampal soloist (flute).
Place des Arts: Nov. 27: Moscow State Symphony Orchestra, David Oistrakh, conductor, 8:30.
Nov. 29: Daniel Barenboim, pianist, 8:30.
Nov. 30: Montreal Symphony Orchestra, Seiji Ozawa, conductor, 8:30.

Museums:

Montreal Museum Of Fine Arts: Nov. 8-30: Exhibition Of Watercolours from Sweden.
Nov. 11-Dec. 5: Exhibition of paintings by Robert and Sonia Delaunay. Nov. 19-Dec. 5: Charmay-Daudelin Exhibition. Museum closed on Mondays.
Galerie Agnès Lefort: Exhibition of sculpture by Marcel Brailstein and drawings by Jack Nichols. Nov. 27-Dec. 11. 1504 Sherbrooke St.

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Ale

Elysée double-bill

What can one say about Chris Marker's masterpiece *La Jetée*? Although about 25 out of 30 minutes of the film, now showing at the Elysée, is a series of still shots, it is alive with movement. The time: just after the Third World War; the place: one of the metro stations in Paris which has become the refuge of a few survivors of the holocaust. The human race is thought to be condemned, until some scientists in the

Kingsbury on McGill

(Continued from page 9)

your best speakers, your most creative thinkers. Use tapes and slides, seminars, workshops, write your own texts, whatever you want. Don't hesitate to get the help of the most creative men on staff. Do something with that two weeks that's out of this world.

Then bring in the students that are stuck with the course and show them what they are missing. Bring in some professors and show them what you've done. Inspire them. Lead them if you have to. Necessity will require them to keep up with you.

Don't worry about changing the world. Pull a Reuther and hit one course at a time. Change one course at a time. The first one will be the hardest.

Let's see if you really mean that talk about student syndicalism.

Conclusion

If some of the administration and some of the teaching staff and some of the students approach each other with enthusiasm and a willingness to help, we can diagnose some of the ills which plague McGill. From diagnosis we can experiment with cure. We will make mistakes but not everything will be a mistake. In time we can build up a pool of teaching skill that will be part of us all at McGill. Once we have brought joy into the learning, we will have brought joy into the teaching. And only when McGill becomes a first class teaching university will it also become a first class research university — conception involves both a father and a mother.

Now do it.

group conclude that if the human imagination can be made to travel through Time, it could rally the past and the future to save the present.

Marker explores the creative possibilities of the human spirit. Can the imagination rebuild a world destroyed beyond recognition? One of the survivors is chosen for this experiment. He recalls his childhood and love experiences, but he rejects the unknown — the future. The vibrant beauty and tenderness of the past become the seeds of hope for the future. Imagination is the conqueror, travelling through time, reviving the dead when Death itself comes in to assert its final power. Man's intelligence has destroyed a world which also contained all the possibilities for his happiness and creativity.

Dedicated "to those who do not wish to die for nothing", Jean Pierre Lefebvre's *Le Révolutionnaire* (on the same programme) is both a puzzling and a surprising film. Surprising because there are rare moments of beauty and humour. Puzzling, because what was an obviously perceptive grasp of the problems of revolutions and of revolutionaries, never successfully materializes on the screen. There are a lot of "subtly" explicit intellectualisms, but there is no sense of a whole, coherent vision.

Lefebvre as well as better known political thinkers such as Michels and Lenin, realises that men can become tools of their own ideology; he even adds a tragic dimension to this type of thinking by showing that ideals and ideologues become victimized by the necessity for action and organization. But he does not succeed in transforming this conceptual framework into cinematic language; he does this awkwardly, even cryptically.

But *Le Révolutionnaire* is worth seeing for many reasons. Among them is a superb parody of the history of Canada and of Confederation. Also, it is more than rewarding to see that among French Canadian intellectuals, there is a type of consciousness and thinking which goes beyond ideology, while understanding its function and necessity.

Julianna Aneckeinstein

An effective Andorra

Frisch's *Andorra*, a prismatic revision of the Passion and Crucifixion, appears nightly for the rest of the week, and at a Saturday matinee. This presentation by the Players Club is worth attention, both for the statement of the play itself, and for its many moments of acting skill and skillful ensemble.

Frisch tends to encourage identification with ideas rather than with character, often by forcing an uncomfortable identification between the lies and evasions of his characters and his captive audience. *Andorra* adds an action which verges on the tragic but which must finally be seen as social comment: the protagonist is victim, not hero. Identification is forced by presenting types which demand from the viewer his pound of experience to flesh them; the near-tragedy is played out by presenting people which command his sympathy. Of the types in the play, Stephen Kroll's bogus Doctor (medical or academic) was the most professional. Mr. Kroll exploited a wide variety of tonal and dynamic effects as well as gesture and bodily posture to create the man of reputation comfortable only among his own people and more aware of himself as mountebank in every sense than anyone around him. He is, after all, one of their own. John Hug's faintly cockney Innkeeper, and Alan Strand's grossly biased Carpenter were notable. The priest, as portrayed by Maurice Manning, was carefully sympathetic, even unfortunately so, for it became difficult to understand his failure to arrive at a climactic moment as alibi for Andri, for whom he has professed love both to Andri himself and also in a private confession (which speaks of the Lord in the third person despite the kneeling posture). Alan Gort's Soldier, on the other hand, was not sympathetic enough; the most military-minded of the audience would scarcely have found a scrap of humanity on which to fasten. The Soldier might plausibly, for instance, have some self-image of himself as benevolent protector of his people. Or he might convincingly consider himself a worthy and even necessary substitute for Andri in Barblin's bed, instead of being simply feral man or raw id, which is very close to what Mr. Gort made of him.

There are three people in the play: Andri, his fiancée Barblin, and his father, the Teacher. On them depend

the generation of the emotions in the play. Each was finally trapped in this production by a miscalculation of emotional temperature, too high at the end of the first "act" to allow a necessary increase within toleration, or even within the capabilities of these performers. The last three scenes, which last night comprised the second "act", had better play out the thoroughly prepared passion and death of Andri with as much understatement and speed as possible: the promises of the first act were not, in fact, fulfilled in this production. The finely realized Teacher of Robert Buckland, convincingly a patriarch in voice and feature drunk or sober, finally ranted toward the close — his point had already thoroughly been made. Christine Reynold's Barblin was forced to become tragic woman at just a little too high a pitch; even Gordon Thompson's Andri became a little diffuse, instead of growing into a puppet-like ritualistic enactment prepared for in his speech.

The climactic scene with the Jew Detector becomes virtually superfluous, unless one can see it as directed by a terrible urgency to get something unpleasant and nefarious over with as quickly as possible. We knew the scene before it appeared, and instead of its fulfilling or extending the meanings of what we knew, it tended only to dilute. That, perhaps, accounts for the indecision of the audience about the final moment of the play.

One matter more. I find myself at odds with the rather clumsy blackouts which isolated the speeches in the witness box as scenes separate from, rather than as comments on the scenes they are intended to grow out of. Frisch, I think, would have been better served here with a more subtle use of lighting.

All in all, an exciting performance. Verve and variety seasoned it throughout. Ensemble was notable at many points, whether in intimate duets, in concerted scenes, or in physical scuffles (often mere embarrassments to modern audiences, given standards of slick commercial television and film). At times we were moved; much of the time we were assaulted by Frisch's insistence on the nasty a priori by which most of us, us Andorrans, deal with the world beyond the boundaries of ourselves.

R. Mundell

Shakespearean Sleuthing

MR. W. H. by Leslie Hotson.
Published by Rupert Hart-Davis. 328 pp.

Dr. Leslie Hotson, discoverer of the circumstances surrounding Marlowe's death, has been sleuthing again, this time on the trail of Shakespeare's W.H., presumed to be the young man of the *Sonnets*, and related mysteries. He decided some time ago (*Shakespeare's Sonnets Dated*, 1949) that the poems were written early in Shakespeare's career, from 1587 to 1589. Now he has added to that, using methods that he himself constantly compares to those of the great detectives of fact and fiction. The trail has led him to identify W.H. as one William Hatcliffe, temporary ruler of one of the Christmas celebrations at Gray's Inn during those years. The Dark Lady becomes one Luce Morgan, attendant upon the Queen, who ended as Black Luce, "muster-mistress of all the smock-tearers [remember Doll Tear-sheet] in Paris." The Rival Poet becomes once and for all Marlowe, with a ghostly assist from Greene (see *Sonnet 86*).

Dr. Hotson has read widely and

deeply in the published and unpublished records of the time, and his book is constantly alive and entertaining. Many passages, such as the recreation of the Christmas festivities at the Inns of Court, give us fascinating pictures of Elizabethans actually living. The book gives pleasure and knowledge to a degree that makes one feel guilty and ungrateful in criticizing it, but criticize it I think one must.

There is first of all the dull, academic question of how Dr. Hotson handles his evidence. But since he is claiming to prove something, we must scrutinize his methods with that in mind, and I shall give just two brief examples to suggest that his methods can scarcely lead to a proof. He discovers the elements of Hatcliffe's name in the words *hath, what, that, live, leave, and left*, which occur frequently in the sonnets. Without a close statistical analysis, I don't feel that this is even evidence, and one may recall that Oscar Wilde managed to make out a pretty good case for a wholly suppositious William Hughes by using

the same method — and some people believe in him, too.

Difficulties arise again in the chapter on the date of the *Sonnets*. Dr. Hotson holds by his earlier argument that in *Sonnet 107* the line "The mortal moon hath her eclipse endured" refers to the Spanish Armada of 1588. Critics of the earlier book pointed out that "endure" in Shakespeare regularly means "survive," not "suffer," and that this makes the Armada theory untenable. Dr. Hotson is entitled to his opinions, but he doesn't even mention this objection in his recent book, and I think that he should have, since his reading also runs against the grain of the whole, which describes the survival of something threatening.

I could give many more examples, but to be brief, I feel that at best Dr. Hotson establishes probabilities, and while he has as good a chance as any of being right, he has forced too much evidence into untrustworthy shapes for me to be wholly convinced. I think he might find a better and more scholarly aegis to work under than that of Sherlock Holmes.

Another point. Dr. Hotson claims not only to have discovered fact, but vitally important fact, which must throw "a

flood of light upon important matters both of meaning and of poetic quality"; he claims, indeed, to have made "the discovery and preliminary exploration of a region hitherto unsuspected [Columbus as well as Sherlock Holmes]: Shakespeare's allusive and symbolic method [his italics] in his personal or lyrical poetry." This means that he reads the *Sonnets* as being about W.H. and Black Luce and the rest. Surely the poems are about beauty, love, time, and poetry. Even if we grant — as does indeed seem probable — that the *Sonnets* had their origin — their begetting — in specific circumstances, the poet has clearly moved from the particular to the universal. The meaning of the poem is the universal significance of the words, not the incident which may or may not have moved the poet's mind into action. The "mortal moon" is what it says it is before it is Elizabeth, the Armada, or anything else. Even if Dr. Hotson proves to be right, a few hidden and cryptic references do not constitute an "allusive and symbolic method." The method of Shakespeare's *Sonnets* is the method of all great poetry, and I resist Dr. Hotson's attempt to persuade me to another view.

C. HEPPNER

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Sports Day highlights women's athletic year

Chairmen expect 300 from eight universities

Tomorrow's Sports Day promises to be one of the highlights of the year for women athletes.

Sponsored jointly by the Women's Athletic Association and the Department of Physical Education, the event has attracted entries from eight universities including Bishop's, Carleton, Macdonald, Sir George Williams, Queen's, U of T, U de M, and McGill.

Co-chairmen Janet Willis and Lynne Primrose are expecting to see over 300 participants compete in the seven sports.

Activities are scheduled to commence at 9 am at the Currie gym (Volleyball, Badminton, Fencing), the RVC gym (Modern Dance), the Montreal High gyms (basketball), the McGill Bowling Alleys, and the Bonaventure Curling Club.

Spectators are especially welcome. Come and support your favorite teams.

Bowling

McGill bowlers have been practising hard since mid-October trying to raise their averages for the Sports Day.

High scores are expected from Anne Russon, Pat Henderson, Pat Ware, Andrea Dennis, and Barbara Scott.

The other universities competing in the bowling tournament are Queen's and U of T.

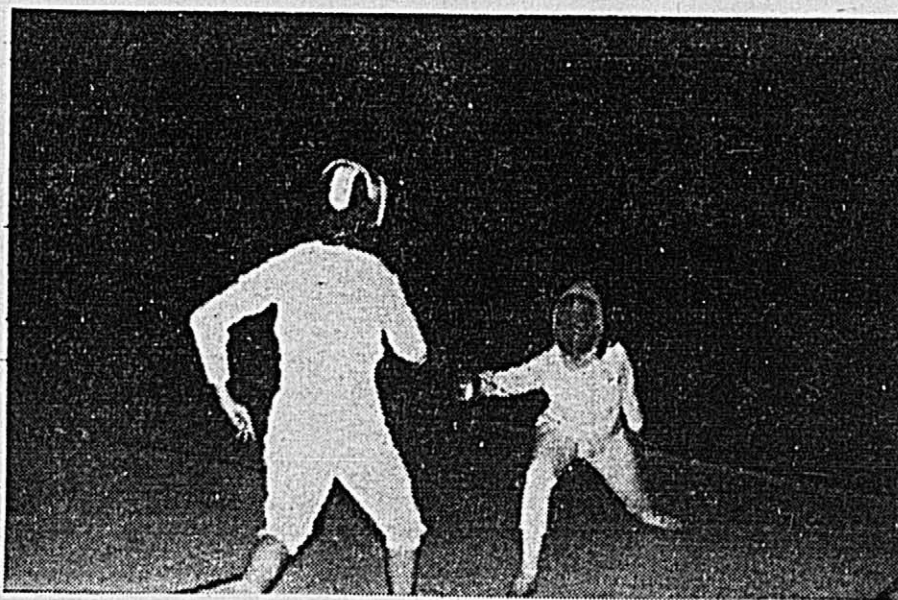
Fencing

Fencing is becoming more popular among the distaff set with four universities entered in this sport. Competition will be limited to the foil category where four hits against the opponent constitute a win.

Representing McGill will be Julie Dreyer, Pauline Gibson, Caroline Blane, and Christiane Schweiger.



Basketball action sees McGill and Queen's players squaring off in the tossup at centre. Queen's and Toronto are favoured in the tournament but McGill coaches are expecting big things from their charges.



Badminton

Birds will be flying high in the Currie gym as the four teams of racquet women from Queen's, U de M., U of T, and McGill take to the courts.

The McGill squad includes Marjorie Hayward (1st singles), Sue Boville (2nd singles), and the doubles duo of Kathy Stacey and Wendy Fine.

Volleyball

Eight teams are entered in the volleyball competition with Toronto the pre-tourney favorite. Nevertheless, coach Maria Voitek is expecting a good performance from her girls as they are seeking their first victory of the season.

"Setting up" the ball for McGill will be Judy Dryburgh, Joan Jasper, and Judy Caldwell; and for those important spikes plenty of action will come from Linda Rollick, Janet Murray, Gail Budd, Jeanne Mendelkern, Barb Shulman, Alison Edgar, Sharon Horner, and Avalon Roberts.



A hard spike is registered by a member of the women's volleyball team at the Currie Gym. Once again, Toronto is favoured in the eight-team tourney but coach Maria Voitek expects her squad to show well against stiff competition.

Basketball

Queen's and U of T are heavily favoured among the eight entries but McGill girls will provide stiff competition.

Coach Heather Dinwoodie is looking to her starting forwards, Mary Ellen Jeans, Wendy Wilden, and Alberta White to lead the scoring attack and to starting guards, Judith Stewart, Tanya Rodtwitt, and Sally Saddler to provide a solid defence.

Other members of the team whose services are invaluable include Anna Bilsky, Marg Crombie, Carol Fraser, Ruth Thompson, Sue Hanson, Eleni Anton, Sue Kelsey, Heidi Rath, and Kate Rowley.

Curling

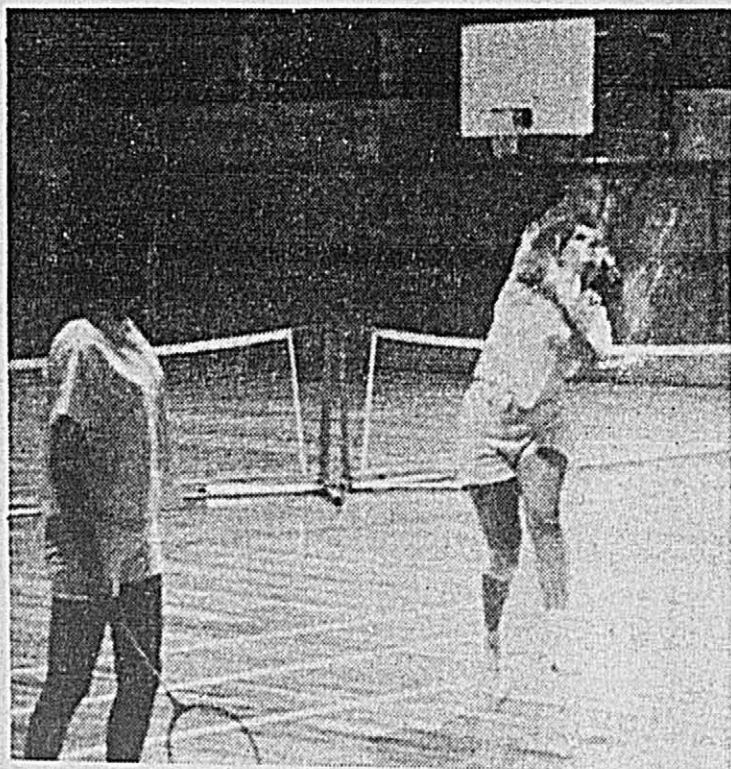
The curling team will be playing in its first bonspiel of the season tomorrow as it steps on the Bonaventure ice along with five other teams from Bishop's, Macdonald, Queen's, U of T, and TMR High.

The McGill team members, Diane Brophy (lead), Chris Crichton (second), Dorothy Switzer (third), and Barbara Moon (skip), have all had considerable experience and should provide a serious threat for highly rated Queen's.

by BARBARA MOON

Modern Dance

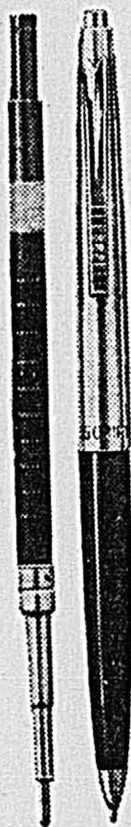
The Modern Dance program will take the form of a symposium rather than actual competition. All participants will work on various routines and exercises. As well, the participating universities, U de M, U of T, Sir George Williams, and McGill may present their own numbers. McGill's group, under the direction of Miss Thelma Wagner, has been working hard since the beginning of the term and should contribute valuably to the symposium.



McGill Birdbasher executes devastating overhead smash in Badminton competition. Players from Queen's, Toronto, U. of Montreal and McGill will take part in the tournament Saturday.

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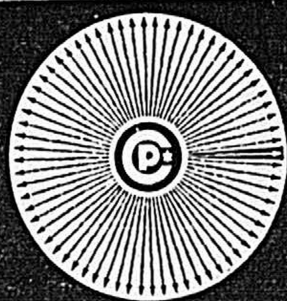


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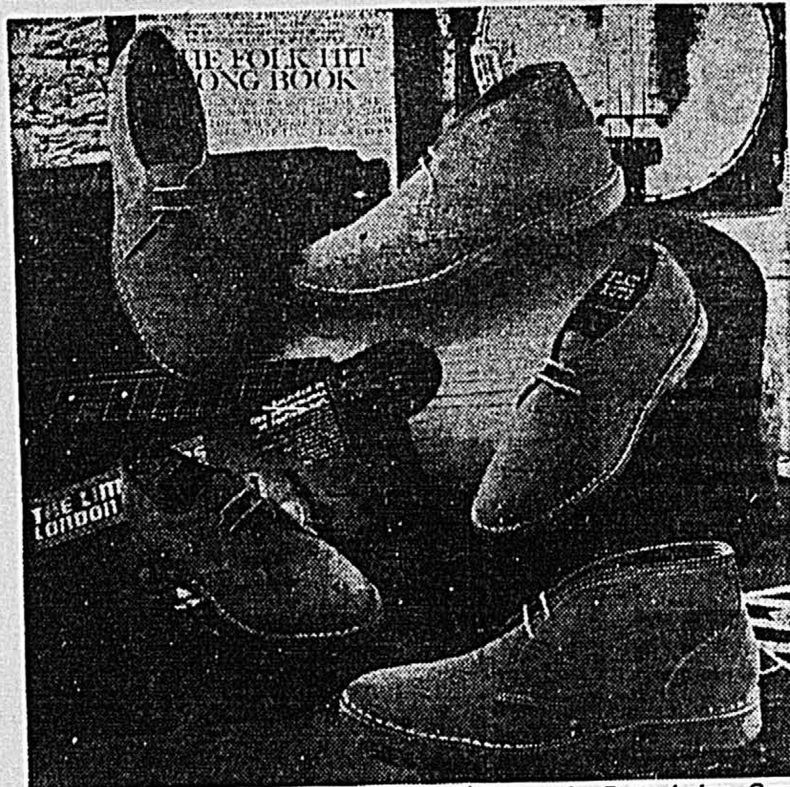
STUDENT INTERVIEWS

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at times arranged by the University Placement Office. For further information, Canada Packers' Annual Report and brochure are available at the Placement Office.



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GIRLS & BOYS wanting to enjoy themselves at Big Latin American Fall Fiesta. Dance to Favorite Latin Rhythms By Top Band. 7:30 pm. This Saturday, November 27, University Centre Ballroom.

African Leaders...

(Continued from page 6)

But even if Africans do seriously wish to develop in their own way, they would find it very difficult. For their economies are so interrelated with western economies, with the latter in the commanding position, that it is almost impossible for these poor, misguided and often vain leaders to do anything about it. After all, these leaders wish to pass their time in peace. As Kenyatta's reply to Chou en Lai's cry that Africa was ready for revolution indicates, "We have already had our revolutions!" Yes, we have, haven't we? Africanisation of capitalism and the emergence of the black bourgeoisie.

It is not therefore surpris-

ing, though very depressing, to find that even here at McGill, distant as we are in space and time, that African leadership too is indecisive and insipid, lacks introspection, direction and determination, is hostile to honest criticism but, true to our traditions, efficient purveyors of concatenation of cheap slogans; more concerned with drawing attention to ourselves, than to a cause or principles.

Thus the President of the ASA emphatically asserts that demonstration on Rhodesia would be ineffective because there is no British legation here, whereas the contrary is the fact. The British legation is situated at 635 Dorchester Boulevard West, and this includes the Information Services, an

agent of the British Government. It was before this Agency in Dar es Salaam that Tanzanian students staged their most effective demonstration. When a responsible African student, ashamed of African behaviour during the Rhodesia crisis, seriously questions the cohesiveness, purpose and direction of the ASA executive, he is accused of indulging in "stale news" and resorting to desperate methods "to achieve recognition on campus". Is criticism irresponsible if it points out that we are Africans, whether Ghanians, Nigerians, Kenyans, Gambians and the rest of us, most of whom are graduates, have been singularly ineffective in demonstrating our feelings on what happened on November 11 in Rhodesia; if it points out that however apathetic Canadians may be, it is our duty to educate them and that this can be done best by demonstrations rather than by sending telegrams to officials? Is it malicious for one to wonder that since the new ASA executive was inaugurated, only three people out of more than over 100 African students have been elected, the President, Vice President and the Secretary, who, incidentally also holds the Treasury portfolio which is unconstitutional, and that these three people come from one geographical region in Africa? Is it naughty to ask what is happening to us?

Like our leaders at home, we are experts in telling people what we have done and what we will do — but in fact do nothing enduring. We seem to suffer from an almost pathological urge to draw attention to ourselves by making wild statements and claims. We call ourselves African socialists whereas we are in fact African capitalists. We call ourselves leaders, whereas in fact we lead no one but ourselves. And whenever one is bold enough to criticise, he is condemned as irresponsible or put in jail as a communist agent. Africa and Africans are now sailing on the crest of world sympathy and generosity, feelings generated primarily because of the world's conscience for the wrongs it has done to Africa. But these feelings cannot last forever.

The problem of African leadership is a real problem. It is a problem of principles and not of personalities, as some of us would like to make it. It concerns all African students. If it can be argued that the Christian belief that Man was created in the image of God is a myth in the Christian traditions, as the history of mankind has testified — at least in the sense that Man has progressively become less godly in his relation to other men — the creation of a new Africa in the image of African vision need not also be a myth in that tradition. For we are surrounded by people who by determination have moulded their environment — the Israelis and Russians, and now Ghana and Tanzania are moving in that direction too. What we need now is purposeful and responsible leadership.

Ahmed Mohiddin

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MISCELLANEOUS

BIOLOGY STUDENTS! Hear Prof. Lemon of the Zoology Department speak on the subject of "MIMICRY". 1 pm, Tuesday, November 30, S 1-4.

Students who need a break from the grind — Friday, November 26, at 8:30 pm. Music by the Strangers at Newman House, 3484 Peel Street.

Somewhat the hitherto unheard of geology curling team managed an unprecedented upset over Arts and Science. Observers could frequently be seen gasping for fresh air.

GO-GO GIFFORD! Laura wants to see everyone out to support the hockey Redmen Saturday night. L.G. and D.S.P.I

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WHAT? Olympic Gymnastic film in B23-24 of University Centre on Tuesday, November 30 at 8:30 pm. Commentary by CANADIAN CHAMPION, GIL LAROSE.

Moody Science FILM, PRIOR CLAIM, presented to Engineers and Architects by fellow students to believe in Christ, 1 pm, Monday, November 29, E-204.

THE SINGING PRIEST, Fr. Columba McManus, holds forth at Augustana House, 3483 Peel, 8:30 pm, Sunday, November 28.

DR. HANS SELVE, noted authority on STRESS, will be on campus Monday. Read the Daily for further notices.

THE STRANGERS are back for the Newman Club Dance at 8:30 pm, Friday Night, November 26 at 3484 Peel Street.

Looking for action? If you don't know where it's at, you'll find it at the Fall Informal November 26. Tickets in Lobby of McConnell Engineering Building.

BUDDY KAYE Orchestras Reg'd., orchestras of all sizes, music for all occasions; Telephone 748-8370 or 744-2042.

WATCH IT! IT'S COMING! Big Latin American Fall Dance. Music By Top West Indian Band. 7:30 pm, Saturday, November 27, University Centre Ballroom.

Ignore those Term Papers — Dance to the Strangers at 8:30 pm, Friday, November 26. That's at Newman House, 3484 Peel Street.

STRESS and Heart Attacks as Related by DR. HANS SELVE. See the Daily this coming Monday.

ONE NIGHT STAND: THE SINGING PRIEST. Augustana House, 3483 Peel, 8:30 pm, Sunday, November 28.

Sex is nice, but so is the Fall Informal November 26. University Centre Ballroom. Tickets in Lobby, McConnell Engineering Building.

BERGMAN FESTIVAL

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by JOHN SKINNER

Scribe is a boon to McGill athletics

One of the best things to happen to McGill athletics this year has been the work of SAC chairman Sheldon Price.

The "Scribe" as he is known to the campus, has employed an imaginative programme with the inspiring motto "Progress, not Stagnation" in an attempt to instill a little college spirit into the normally apathetic student body on this campus. Although this programme has not been as successful as Price had hoped, it is showing signs of becoming a precedent for future SAC chairmen. And we hope it does.

"Progress, not Stagnation" produced Redmen Week — three days in which the senior footballers were given the recognition they deserved. For a number of reasons this plan didn't achieve its full objective. But you can't blame the Scribe.

First, the "week" lasted only three days — classes were cancelled Monday and Friday. It had been originally planned for the previous week but complications resulted in its postponement. For this reason, the publicity campaign was somewhat less than successful.

A bigger factor was the previously mentioned student apathy. Even though a large crowd turned out to the pep rally, the only cheers that could be heard were those of the cheerleaders on the makeshift stage. It is inconceivable to us that some 200 students can stand around, hands in pockets and not emit at least one collective yell. But you can't blame Price for that. We only hope that the "don't give a damn" people at McGill don't discourage the Scribe's efforts.

Evidently they haven't. Price's latest scheme — the Miss Redmen Hockey contest — is a good one and all indications point to a successful Saturday night this weekend when the hockey Redmen take on Toronto in their first home game.

The rules are simple. The five finalists — Laura Gifford of Delta Sigma Phi, Sue Bryant of Delta Kappa Epsilon, Kim Haglund of Phi Delta Theta, Barbara McCarthy of Delta Upsilon and Gail Corneil of Alpha Delta Phi — will be introduced between periods and each fan present will have a vote.

Swimmers splash in triangular meet Saturday

The Redmen Swim Team faces Collège St-Laurent and Sir George Williams University Saturday morning at 10 in their first competitive meet of the year.

The team must be considered a major threat for the OQAA championship. Last year Redmen came a close second to Toronto,

but the return of individual champs Dick Pound, Bill Peers and Eric Hautes gives the team a solid backbone, and a good chance to win it all.

GO REDMEN

Sports Profile

Athlete of the Week

On Saturday, December 4, the Redmen waterpoloists play the last game of a total-point series against Toronto to decide the OQAA championship. The winning squad will receive the Herschorn Trophy. Leading the Redmen once again will be high scorer, Marcel Lachance, who contributed two goals in the first encounter.

Marcel, a Mechanical Engineering student in his graduating year, has been playing Redmen waterpolo for three seasons. During the off-season he joins the East End Boys' Club. Last summer, he went on a tour of Europe with the club and played against some of the finest waterpoloists in the world. The Boys' Club last season won the Canadian Senior Waterpolo championship.

While playing for Palestre Nationale, before coming to McGill, Marcel participated in several tournaments in the United States. He played in Philadelphia and at West Point Academy in the junior AAU championships. As a senior with the Boys' Club, he went to the July 4th Freedom Festival in Detroit.

Marcel looks at his trip to Europe as very worthwhile. He praised highly the calibre of play of the Europeans. "The play in Europe is much faster and cleaner and the referee-

ing is far better. I learned a lot from watching the Europeans play."

Looking forward to the match in Toronto, Marcel



MARCEL LACHANCE
Seven markers

claims that the Redmen are "psyched up" for the contest. "We have a good chance of winning but we'll have to work hard."

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For Detailed Information and Application Forms*

Students' Council Office

3480 McTavish Avenue, Montreal

* Telephone inquiries are not accepted.

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Outlast St. Joe's 10-7

Hockey Indians win third straight

by DAVE CARIN

Pete Nealon and Dave Roxburgh scored three goals each Wednesday night and sparked the hockey Indians to a 10-7 victory over St. Joseph's Teachers College.

The Teachers had previously suffered humiliating defeats at the hands of Loyola and Sir George Williams, losing by an average of 16 goals, but they refused to roll over and die.

The addition of some new blood and a rejuvenation of the old produced an aroused effort which kept St. Joe's in the game until McGill's powerful first line of Roxburgh, Kneeland and Mike Stacey sunk them late in the third period.

The game was certainly not one of the Indians' better efforts

and was one that goalie Dave Craig would like to forget. His efforts wouldn't have won him all-star recognition that night.

Gilles Schipper, one of the Tribe's more proficient defensemen, displayed his accurate powers of observation when he said, "I wouldn't call this a defensive game."

The Indians took an early lead but were tied by St. Joe's no less than five times whenever they managed to get ahead. Colin MacKinnon, Glen Morton, Dave Gamble and Gaston Arsenault each

fired one goal, Arsenault scoring while killing off a penalty.

Bob Shaughnessy shone for the Teachers and was easily the best skater on the ice. Don Bureau, St. Joe's goaltender turned in a fine performance and forced the Indian shooters to fill small holes.

Good offence

The Tribe has now scored a total of twenty-four goals in three games, a good offensive output. Their first big test will come next Wednesday, when they play l'Université de Montréal, the only other undefeated team in the league.

JV cagers, CMR clash tonight

The Junior varsity basketball Indians meet CMR Cadets tonight in St-Jean. Indians won the last clash between the two 53-39.

The Cadets are considered the team to beat this year — they have a height advantage and since they field only one team, all their talent is collected in one bundle.

The Indians will switch from their normal man-to-man defence to a zone in an attempt to take advantage of the Cadets' poor ball handling. Jim Thorsteinson and Barry Chaim are considered the key men in the McGill attack.

'Polo Redmen down Palestre; Indians tie

The water polo Redmen bombed Palestre Nationale 21-2 in Senior Provincial Waterpolo League action at the Currie Pool Wednesday night.

In junior varsity play, the Indians tied with Snowdon YMCA 5-5.

Marcel Lachance led Redmen scorers with seven goals, Mike List and John Warren hit for four each and Andy Heap notched three. Morty Yalofsky had two goals and Ian Elliott one, Jacques Marsolain and Claude Fournier scored singles for Palestre Nationale.

Gord Potter scored the hat trick for Indians and Bob Bourne and Larry Whiting scored one apiece. For Snowdon it was Jeff Brenhouse with three and Ivan Jelenik and Allen Enkin with singles.

Redmen play next at Centre Notre Dame and Indians meet Palestre Nationale. Both games are on Monday.

SPORTS STAFFERS

Not to be forgotten is the magnum Raudseppian, McFarlanian sports bash today in the office at 2 pm. If anyone is interested, there will be a brief meeting at 1 pm in the aforementioned grotto. Important policies are to be discussed. Like the lack of thumbtacks in the office. To all those who didn't make the meeting yesterday. FY.

B'nai B'rith Hillel Foundation At McGill University
cordially invites all to a

LECTURE-FORUM ON

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THE CONCLUDING FORUM ON THE THEME
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1 PM, REDPATH HALL

SPEAKER:

DR. DAVID W. SILVERMAN

of New York, translator and editor of "Philosophies of Judaism"

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DR. JOHN LOHRENZ

Director of McGill Mental Health Service
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THE MENTAL HEALTH SERVICE AND PROBLEMS OF STUDENTS

1 PM, SHARP, TODAY, UNIVERSITY CENTRE



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Goal



COURTNEY PRATT
Defence



RICH RIPSTEIN
Right Wing



RICK MOORE
Right Wing



MEL JOHNSON
Right Wing

by **LAWRENCE G. HAIMOVITCH**

HOCKEY REDMEN '65-'66

The hockey Redmen will be hoping for an upset tomorrow night when they meet the powerful University of Toronto Blues at 8 pm in the Winter Stadium.

Blues, who last year won 15 out of 18 league starts, are once again considered the team to beat. They have lost only three regulars from last year and have added two potentially valuable players: Paul Laurent, a forward who scored over 100 points with Toronto Marlboros last year and John Wrigley, a goalie from the University of New Brunswick.

Redmen have been practising hard during the past week and are ready for the game. The team is healthy and spirits are high, and Coach Dave Copp is enthusiastic about their chances.

"We've got to skate better than we did last weekend," Copp said, "but I feel we're capable of winning."

A victory against the Blues could give the Redmen the confidence they need for a winning season.



ROGER HELAL
Defence



MIKE JENKINS
Defence



JIM BEDFORD
Defence

and **BERNIE STERN**



KIM HAGLUND
Phi Delta Theta



GAIL CORNEIL
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who
will be



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Delta Upsilon



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Miss
Redmen?